

THE AMERICAN

School Board Journal

October

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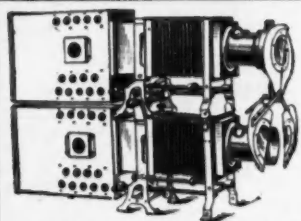


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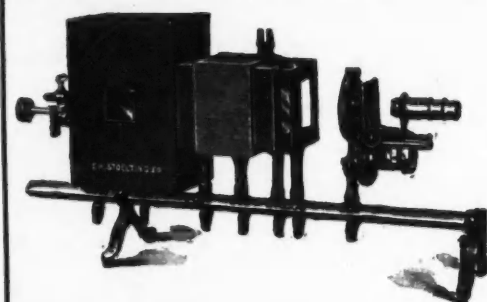
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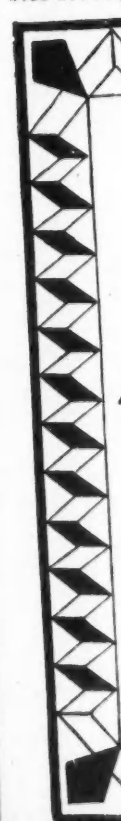
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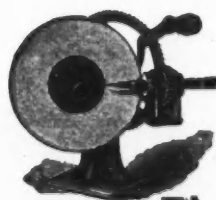
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Melkiejohn's Eng. Gr.
Allen's School Gram.
Webster's Gram. Houghton
Webster's Ele. of
Gram. and Comp.
Webster-Cooley, 2-
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Grammar.
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Kellogg's Rhetoric.
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Language Through
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Gram. and Comp.
Rand-McNally's Prac-
tical Eng. Gram.
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Buck's Gram. of Os-
can. & Umbrian.
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Moulton's Introduc-
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Smith's First Year.
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Handbook of Hono-
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Caesar.
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Vergil's Aeneid (6 bks).
Fewsmith's Series.
J. P. Welch's Series.

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Atwater's Elementary
Creighton's.
Jevon's.

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Primary Manual
Training.
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Elementary Knife
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Goss' Bench Work.
Hapgood's Needle W'k
Foster's Elementary
Woodworking.
Gilman & Williams'
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Todd's Hand Loom
Weaving.
Industrial Work for
Public Schools.
Barnard's Tools &
Machines.
Larsson's Ele. Sloyd.
Solomon's Sloyd.
Brumbaugh's.

MENTAL SCIENCE.

Baldwin's Ele. Psych.
Baldwin's Psych.
Betts' The Mind and
Its Education.
Buell's Essence of.
Compayne's Psych.
Herbart's Psych.
Sanford's Psych.
Titchener's Psych.
Baker's Ele. Psych.
Sallabury's.
Davis' Elements of
Psych.

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Mason's Course.
National Course.
Whiting's Series.

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Emerson's Hymnal.
Deutsches Liederbuch
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Houghton
Riverside Song Book.
Amer. Readers.
Macmillan
Cooney's Sing. Verses
for Children
Choral Song Book.
McNally
Chor. Instruc. Course.
Brewer & Reddall.
Merrill
Sprenkel's Ideal.
Beacon Song Collec.
Silver
Beacon Series V. Mus.
Cecilian Series.
Johnson's Songs (2
books).
Modern Series.
Normal Course.
Silver Song Series.

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Ginn
Comstock's Ways of
the Six-Footed.
Conn's Bacteria, etc.,
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Heath
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Stories.
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peckers.
Merrill's Birds.
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Torrey's Everyday
Birds.
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Lippincott
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entific Knowledge.
Holden's Real Things
in Nature.
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Appleton
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Compayne's Hist. of Heath
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Hall's How to Teach
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Bryant's How to Tell
Stories.
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Boyer's Principles and
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Lippincott
Wickersham's Methods
Lippincott's Educa-
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Macmillan
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McMurry's Special
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Sabin's Didactics.
McNally
Tanner's The Child.
Arnold's Waymarks.
Silver
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Hurty's Life with
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Row
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Brand's Series.

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Ginn
Shaylor's Vertical.
Ginn's Slant.
Haaren's New.
Heath
Natural Vertical.
Macmillan Series.
Macmillan
Smith's Intermedial.
Merrill's Vertical.
Merrill
Merrill's Modern.
Writing Hour.
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McNally
Upright.
Lister's Budget Writ-
ing Lessons.
Sadler
Rational Slant.
Sanborn
Roundhand Vertical.
Vertical.
Normal-Review Syst.
Silver
Whitehouse.
Graphic Practical.
Simmons
Graphic Vertical.
Graphic Medial.
Common Sense (Ver.).
Standard Vertical.
Sower
Popular Slant.
Standard Free-hand.

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Ayres' Lab. Man.
Appleton
Henderson & Wood-
hull's Ele.
Dolbear's.
Ginn
Hastings & Beach's.
Gage's Series.
Higgins'.
Miller's.
Millikan & Gale's.
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Wentworth & Hull's.
Bailey's Ele.
Heath
Cheston, G. & T.
Coleman's.
Chute's.
Fisher & Patterson's.
Watson's.
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Culler's.
Lippincott
Sharpless & Phillips.
Balderston's Lab.
Manual.
Andrews & Howland's
Crew's Elements.
Macmillan
Nichols'.
Shaw's.
Merrill
Thwing's Elementary
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Educational Gym-
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Song-Roundels and
Games.
Stoneroad's.
Heath
Pray's Motion Songs.
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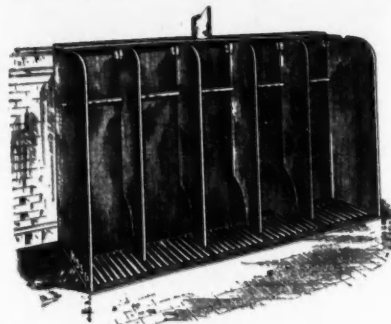
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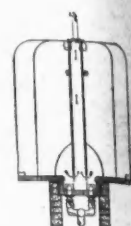
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B-5



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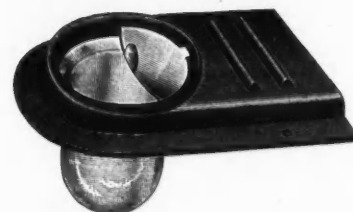
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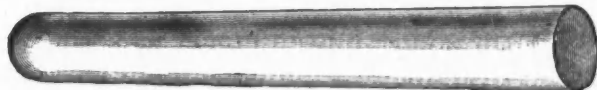
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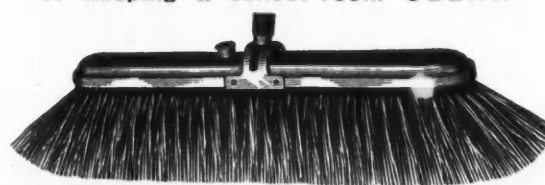
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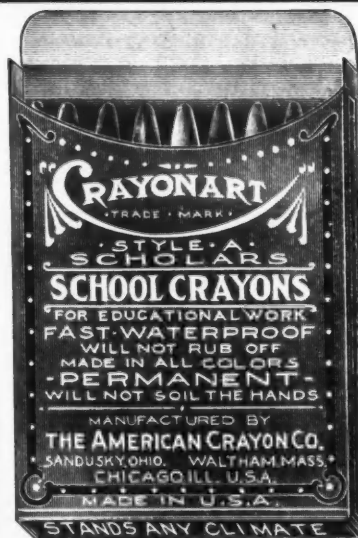
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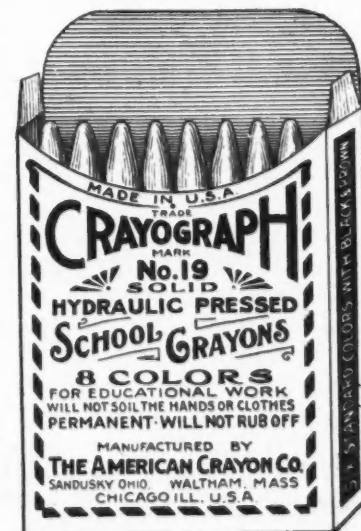
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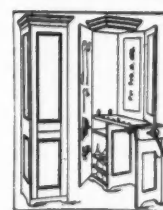
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THE SCARCITY OF TEACHERS.

A suggestion that some agencies and school boards might adopt for filling vacancies.



School Records.

The Kentucky statutes of 1903 provide that the trustees of a school district shall annually take a census of children who will be between the ages of six and twenty years on the first of July following, and shall send a list to the county superintendent and one to the clerk of the county court. Section 4434 provides that any two of the trustees constitute a quorum to transact business at a meeting of which all shall have had reasonable notice, and section 4437 makes the trustees a body corporate. *Held*, that a census certified to by only the chairman of the board of trustees was not the act of the district, and the county superintendent had no power to make it a part of his records.—*Short vs. Langston, Ky.*

The recital of a record book of common school trustees, expressly required to be kept by the Kentucky statutes of 1903, that a meeting was held after due notice, may be attacked for fraud or mistake only.—*Creech vs. Board of Trustees of Common School Dist. No. 15 of Harlan county, Ky.*

Superintendent's Term.

A county superintendent of schools lawfully holding over after two years from his qualification as such, and continuing to perform the duties of his office, is entitled to the compensation provided by law for such officer.—*State vs. Faybrick, North Dakota.*

Under the Revised Codes of 1899 and 1905, providing that the term of office of a county superintendent of schools shall be two years, commencing on the first Monday in January after his election, and until his successor is elected and qualifies, a duly elected and qualified and acting county superintendent continues as such until his successor is elected and qualifies.—*State vs. Faybrick, North Dakota.*

School Bonds and Taxes.

The law which authorizes school districts to issue bonds "to purchase a site for, or erect a schoolhouse or houses, or for furnishing the necessary furniture or apparatus for the same, or for all of these purposes," authorizes such issuance for either one or all of the purposes stated, and such bonds are not invalid because they recite that they were issued "for the purpose of building a schoolhouse" only.—*School Dist. No. 11, Dakota County, Neb., vs. Chapman.*

Where the acts of school trustees in creating an indebtedness and levying a tax to pay it are void, taxpayers are not estopped by the fact that they had notice of the creation of the debt and paid the tax without complaint for two years.—*Howard vs. Trustees of School Dist. No. 27, Kentucky.*

Where the acts of school trustees in creating an indebtedness and levying a tax to pay it are void, the collection of the tax may be enjoined by the taxpayers from whom it is attempted to be coerced.—*Howard vs. Trustees of School Dist. No. 27, Kentucky.*

Under the state constitution of Kentucky, providing that no taxing district shall be permitted to become indebted in any manner for any purpose in any year to an amount exceeding the income and revenue provided for that year without the consent of two-thirds of the voters thereof voting at an election held for that purpose, any contract or indebtedness for the building of a schoolhouse in excess of the revenues and in levying a tax to pay the debt

were void.—*Howard vs. Trustees of School Dist. No. 27, Kentucky.*

Common school law of Kentucky provides when the county superintendent notifies the trustees that a schoolhouse or the enclosures thereof have been condemned and need repairing or additions, or that the furniture, etc., is insufficient, or when it becomes necessary to purchase a new schoolhouse site, if there are no funds available, the trustees shall levy a capitation or ad valorem tax, or both, to be applied to the purposes required. *Held*, that the section requires the trustees to make the levy when notified by the county superintendent that he has condemned the district's school facilities, and that they must make the levy when necessary to purchase a new schoolhouse site; or they, in their discretion, may make it without an order from the superintendent, when necessary to purchase a site, or erect, equip, repair, or add to a schoolhouse.—*Creech vs. Board of Trustees of Common School Dist. No. 15 of Harlan County, Kentucky.*

Where a tax levy made by common school trustees is upon all the property subject to taxation, that the district treasurer omits to furnish the taxing officer with a complete list is no ground to enjoin the collection of taxes correctly listed, since the omission may be corrected by mandamus or otherwise.—*Creech vs. Board of Trustees of Common School Dist. No. 15 of Harlan County, Kentucky.*

Officers' Authority.

The school code requires the secretary of every school township or district to report each year to the county superintendent of schools the number of persons, male or female, in the corporation of school age. Section 2739 requires the superintendent to file with the county auditor a statement of the number of persons of school age in each school township and independent district of the county, and section 2808 requires the auditor to apportion the school tax in proportion to the number of persons of school age shown by the report of the county superintendent filed with him for the year immediately preceding. *Held*, that the auditor, in making such an apportionment, performed merely a ministerial duty, without authority to review the school census so represented to him, and hence he could not be restrained from acting on such a report because of the misconduct of a district secretary in taking the census of a township. *Judson vs. Agan, Iowa.*

Under the statutes of 1901, authorizing appeals from decisions of township trustees relative to school matters to the county superintendent, the remedy of persons aggrieved by the refusal of a trustee to establish a new school district is by appeal to the county superintendent, and not by mandamus.—*Nelson vs. State, Indiana.*

Residence and Attendance.

The consolidated school law provides that the common schools shall be free to all persons of certain age, "residing in the district." *Held*, that where an orphan child had been placed by a society in the home of a resident of a school district under an arrangement whereby the society paid for his board and clothing, he was entitled to school privileges as a resident, though there was no arrangement as to the term of his abode in the district; the well recognized policy of the state relating to education, as expressed in the constitution, the school laws and the compulsory education law making it obvious that it was not the legislative intent to employ the word "residence," as used in the school law, in the narrow sense of "domicile."—*People vs. Hendrickson, New York.*

The laws authorizing children living more than one and one-half miles from their as-



HON. J. H. POWERS,
State Superintendent of Instruction,
Jackson, Miss.

signed school to attend a nearer school in the same district, or in another district, does not require the board of education of a school district to admit children to a school outside of a district in which they reside, unless the school in their own district is more than one and one-half miles from their residence and more remote than the school to which admission is sought.—*Boyce vs. Board of Education of Mt. Carmel Special School Dist., Ohio.*

Minneapolis, Minn. The fight of the school board against fraternities in the high schools has reached the courts. An injunctive suit has been begun to prevent the board from excluding a member of the Lambda Sigma fraternity from the Central high school on the ground that the new state law against these secret organizations simply forbids high school students from joining, organizing or influencing others to join such societies. Nothing is said about students who are already members.

The board of education admits that it has gone beyond the letter of the law in requiring members of existing fraternities to renounce their allegiance to such orders, but the defense is that such a course is necessary in the interests of the schools.



Two Views.

Mrs. Prim—It's a shame the way Mrs. Jones neglects her husband, running after school board meetings.

Mr. Prim—But think of the good times it permits him to have.

AN E



Few movements in recent years have had far-reaching than the growth of schools as a part of popular education.

The weight of the movement is increased when it is considered that, up to the present time, private enterprise, non-official bodies, and philanthropy have done the work of public education.

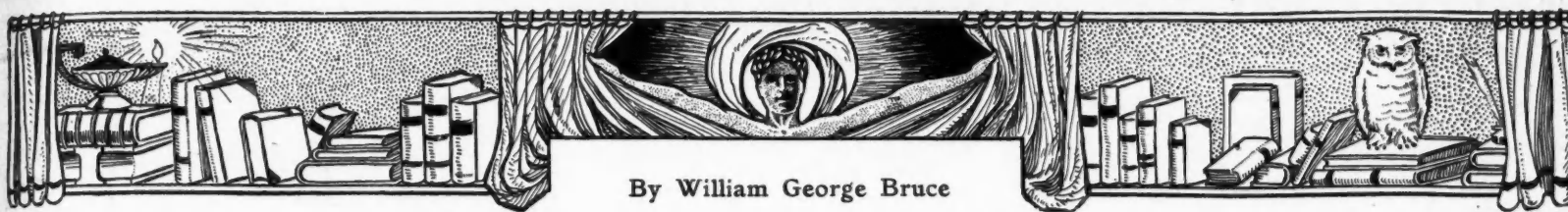
In order to measure industrial progress through the character of the universities and the preparation of the young men for industrial life, the state must be carried on with a common measure of progress. Hence, the state must take the training of the young men into its hands. This statement is the cause of the branch of education which falls within the scope of the state.

This does not preclude from the state the boys and young men. On the contrary, the state has a valuable benefit in the schools in the courses of preparation for the universities, especially in the legitimate field that supports the fully equipped laboratories for experimental work. The state has a valuable benefit in these courses of preparation for the universities, especially in the legitimate field that supports the fully equipped laboratories for experimental work.

The state has a valuable benefit in these courses of preparation for the universities, especially in the legitimate field that supports the fully equipped laboratories for experimental work. The state has a valuable benefit in these courses of preparation for the universities, especially in the legitimate field that supports the fully equipped laboratories for experimental work.

But, notwithstanding all this, the state has a valuable benefit in these courses of preparation for the universities, especially in the legitimate field that supports the fully equipped laboratories for experimental work.

AN ERA OF INDUSTRIAL EDUCATION



By William George Bruce

Few movements in the educational effort of recent years have been more significant and far-reaching than the introduction of trade schools as a part of the American system of popular education.

The weight of this assertion can best be measured when it is understood that trade schools have thus far, in the main, been conducted as private enterprises and under the auspices of non-official bodies. They have been established under philanthropic impulses and maintained by private subscription as well as through legacies.

In order to serve its purpose in the largest measure industrial training must be fostered through the channels of popular education. The universities and colleges are equipped to prepare experts in the mechanical arts, but such preparation is necessarily confined to the few. They have created generals and leaders in our industrial life, but have left the ranks untouched.

The opportunity to become skilled mechanics must be carried to the masses. It is the boy with a common school education, not the college graduate, that wants to learn a trade. Hence, the common schools must undertake the training of that boy for industrial pursuits. This statement, too, answers the question why the colleges have not accomplished more for the cause of industrial training and why this branch of educational effort must necessarily fall within the scope of the public schools.

This does not mean that our universities are precluded from taking a hand in the training of boys and young men in skilled workmanship. On the contrary, they may become of immeasurable benefit and assistance to the public schools in establishing and maintaining such courses of practical instruction. Our state universities, especially, should find here a most legitimate field of usefulness to the body politic that supports them. They have departments fully equipped with costly machinery, and laboratories fitted out with expensive apparatus for experimental purposes. In addition they have experts who could bring to the public schools the results of investigations carried on in these centers of learning. In this way the usefulness of the technical departments of the state universities could be extended to the public schools that are unable to buy costly equipment, and thereby greatly increase the efficiency of such elementary schools. The best results in a system of industrial education under public auspices can be obtained only by co-operation between the state universities and colleges and the public schools.

Its Economic Import.

But, nowhere throughout the United States, except in a few instances, have trade schools been established and maintained as a part of any public school system. The educators of the country have not concerned themselves with the subject of industrial education except in an incidental way and then only in a theoretical rather than in any practical form.

The movement, therefore, to incorporate trade schools as a part of our system of popular education found its champions in the industrial rather than in the educational field. The

schoolmaster recognized a pressing need, but the manufacturer proceeded to supply. The public trade school of the future must be regarded as the outcome of an economic rather than an educational movement.

Viewing from a broader standpoint the advent of the trade school and its value to our industrial life, we are confronted with several conditions that deserve consideration. It is no longer denied that the United States is rapidly being transformed from an agricultural into an industrial nation. While the productive ability of the country is growing day by day it must also be remembered that its agricultural production is not in the same ratio keeping pace with its increased consumption. At the same time the industrial production is growing at a more rapid pace than the agricultural.

The American Mechanic.

If we, as a nation, are to hold a foremost place in the markets of the world we must be equipped either agriculturally or industrially, or both, to compete with the rest of the nations. Our farmers must be as capable as those of other countries, our mechanics must be as ingenious and capable as are mechanics of England and Germany. This latter statement becomes more significant if we are to hold our own in the world's trade, in the production and sale of competitive manufactured articles.

While much depends upon the enterprise and energy of the American manufacturer, it may be said with equal force that much will depend upon the skill, ingenuity and ability of the American mechanic. The skilled workman in foreign countries works for smaller wages, giving his employer a decided advantage over the American manufacturer in the matter of competitive prices in goods.

The difference must be made up in a lower cost of the raw material, in the skill of the American mechanic over the foreign mechanic, and in narrowing the margin of profits for the manufacturer. Here the conclusion that the superiority of the American mechanic is an important and essential factor is inevitable.

If, then, the superiority of the mechanic is a strong factor it can only follow that industrial training is vital to the economic welfare of the country and that the educational forces have a self-evident mission to perform.

The Status of Industrial Training.

The attention of educators has been directed to the problem of industrial education for several years without, however, prompting any authoritative expression as to its permanent and general application to the conditions and needs of this country.

The National Educational Association a few years ago proceeded to take up the subject by inviting both an English and a German expert to discuss the same from the European point of view. It was believed that the experience of the older countries would offer ample suggestions for guidance in this country. The discussions were to be held during an annual convention provided for at San Francisco last year. The calamity which befell that city cancelled the meeting and the experts never came.

The promoters of industrial education in this country are familiar, however, with the progress

made in foreign lands and know also something of the methods employed in Germany, Austria, France, Great Britain and elsewhere in teaching the mechanic arts.

That the subject is as yet in its infancy in this country is quite generally understood. The laws enacted by the states of Massachusetts and Wisconsin in behalf of trade schools and the establishment of such institutions by the cities of Philadelphia, Pa., Milwaukee, Wis., San Francisco, Cal., Springfield, Mass., and Columbus, Ga., under the auspices of the public school system, are significant steps in the direction of industrial education.

From this it should by no means be inferred that the subject has not received attention at the hands of privately endowed schools, technical schools and colleges. But, as already stated, where the schools are designed to reach the masses they are conducted under private auspices or else if conducted under public auspices they deal with the higher branches of study.

The University of Wisconsin may perhaps be singled out as an institution which through the medium of its extension courses has accomplished something for industrial education among the masses and with enlargements of this department will do much more in the future.

Trade Schools and Union Labor.

The question has frequently been asked how trade schools are regarded by labor organizations. The question may be answered by stating that labor leaders differ somewhat in their attitude towards them. There are those who believe in restricting apprentices, while others believe in placing no obstructions in the way of the boy who desires to learn a trade.

The thoughtful members of labor organizations regard the trade school as a natural outgrowth of existing industrial conditions. They do not see in them a menace to trade unionism if conducted under impartial public auspices, but rather on the whole an advantage to the wage earning classes.

The mechanic who is the father of growing boys welcomes the opportunity to equip them with a useful trade through the aid of a trade school. He realizes that such an institution can develop the boy into a skilled mechanic more effectually and in less time than the ordinary apprentice system.

A well conducted trade school permits no waste energy. The boy is taught a trade in a systematic manner upon progressive lines, from the simple to the complex, and trained in successive stages the various processes of production. He is taught to be attentive, to be accurate and to be reliable. Everything he does is the work of a conscientious, dependable and industrious mechanic. A high sense of honor is instilled in him, which means that he demands fair play for his employer and for himself.

The Milwaukee School.

The Milwaukee School of Trades was established two years ago under the auspices of the local Merchants and Manufacturers' Association. Its administration was placed in the hands of a separate organization, consisting of leading members of the association. Besides,

(Concluded on Page 18)

New Rules and Regulations

Rules for Trade School.

The board of school directors has drawn up a set of rules for the government of the Milwaukee School of Trades. The rules are far more stringent than those governing high school pupils. In substance they read:

Applicants must be at least 16 years of age and be able to read and write, and perform the fundamental principles of arithmetic. Eighth grade graduates are admitted without examination and are given preference.

Tuition is free to students whose parents reside in the city and who are over 16 and under 20 years of age. Residents who are over 20 years of age and all non-residents are charged a tuition fee of \$10 per month in the day classes and \$3 per month in the night classes.

Tuition in day classes is payable semi-annually in advance. Tuition in night classes is payable for the entire term in advance. This fee includes all necessary materials.

All students receiving free tuition are charged for materials used in the respective trades, as follows: Day pupils, \$2 per month; night pupils, 50 cents per month.

Payments are to be made in advance at the first of each month, excepting in such cases as may be exempted after a proper showing.

All students admitted are considered to be on one month's probation in order to demonstrate to the student and the instructing staff the aptitude of the student for his chosen trade. If it is deemed necessary to allow a longer probationary period, this is granted, the aim being to find out as soon as possible the trade for which the applicant is fitted.

The term of apprenticeship depends upon the trade chosen. The principles involved and the experience necessary require a longer time to master in some trades than in others. The school does not claim to turn out journeymen mechanics. Its aim is to thoroughly instruct students in as short a time as possible in all the fundamental principles of the trade in question, so that they may upon graduation possess ability and confidence and be of immediate practical value to their employers and receive a fair remuneration at once. Speed and execution as a journeyman mechanic should soon follow.

Plumbing and gasfitting, six months.

Patternmaking, two years.

Machinist and toolmaking, two years.

Mechanical drawing and workshop mathematics are taught in connection with each trade. Any student who completes his trade, as outlined in the regular course, in less than these periods, may receive a certificate of graduation.

Terms begin on July 1 and Jan. 1. Three hundred and sixty-five days constitute the school year. Students have no vacation excepting legal holidays.

Daily sessions are held as follows:

8 a. m. to 11:45 a. m. and from 1:15 p. m. to 5 p. m.; on Saturdays the hours are from 9 to 11:45 a. m.

Instruction is offered in night classes from Oct. 1 to April 30, four nights each week, from 7:30 to 9:30.

Sickness is the only excuse accepted for absences. Any student who has unexcused absences against his attendance record amounting to more than 5 per cent of the school days

and nights, respectively, of the term, is liable to forfeit the privilege of attendance, and can only be readmitted upon the recommendation of the director.

Only such pupils as are willing to abide by the rules and regulations of the school, or who are competent to do the work prescribed, are desired or will be allowed to remain.

RULES AND REGULATIONS.

St. Paul, Minn. An amendment of the rules adopted by the board regards applications for leave of absence. Hereafter no leave of absence for a semester or more will be granted when made during August or September. The work of the school has been frequently hampered by teachers deciding to rest a year, for travel or study, and announcing their decision, together with request for leave, a month or so before school opens. Hereafter teachers will have to make up their minds by June 1 whether or not they want to teach the following year or they will be forced to resign. This rule does not apply, however, to teachers who request a few weeks on account of sickness.

The board and Supt. Heeter have encouraged the desire on the part of teachers to study or travel and have freely extended leaves of absence for such purpose. But these must be asked for by June 1, hereafter. This will give the superintendent time to fill the vacancy created before school convenes in the fall.

The Minnesota state graded school board has promulgated a new set of regulations for school districts in which there are graded schools. Non-compliance with these rules is cause for the withdrawal of the state aid.

Among other changes, the rules provide that principals must be paid at least \$75 per month and teachers not less than \$40. Buildings must be ventilated in a manner satisfactory to the state board of health. The equipment of each school must be adequate for each subject taught.

A half dozen rules are laid down relative to requisite qualifications of teachers. 1. No teacher who has not been graduated from a course affording special training in primary work shall be qualified to teach a primary room in any grade school. 2. Teachers from second to sixth grades shall hold at least second grade state certificates. 3. Teachers of the seventh and eighth grades shall hold at least first grade certificates. 4. The principal of a graded school is required to hold a professional state certificate, or a diploma from the advanced course of a Minnesota state normal school, or of a reputable college or university, or a diploma of an equal rank from a state normal school outside of Minnesota, which diploma must first be endorsed by the superintendent of public instruction before it is valid. 5. A limited certificate is not valid in any graded school. Before entering into contracts or paying salaries, school boards in districts maintaining state graded schools shall require the principal and teachers to present their certificates for inspection and record to the clerk of the school board.

East Orange, N. J. Upon recommendation of Supt. Davey, no student of the high school will be certified for admission to college unless he has attained an average of 75 per cent or better.

Youngstown, O. The indiscriminate use of the public school telephones has led Supt.

Chaney to adopt regulations respecting the same. Messages for teachers and pupils will only be received from 8 to 9 and 10:15 to 10:45 A. M. and from 12:30 to 1:30 and 3:15 to 3:45 P. M. During these hours anyone who wishes may call for a teacher or pupil, but must explain the message to the person answering the phone. If the call justifies it, the teacher or pupil will be sent for. During the other hours of the day no message will be delivered unless the call be an urgent one.

Schenectady, N. Y. All bills presented to the board for work performed or material furnished must be fully itemized, under a recent ruling, to ensure careful and expeditious auditing. Estimates of expenditures, or, if possible, the exact total, must be filed with the superintendent so that the exact condition of each fund may be known.

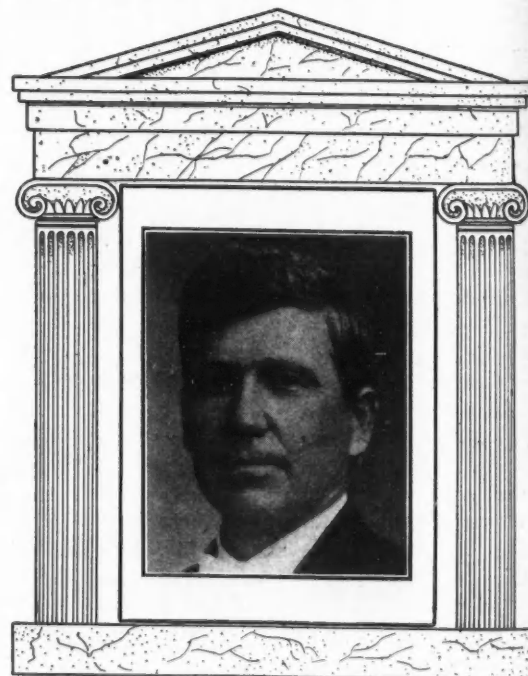
The school board of Columbus, O., has followed the example of other similar bodies in adopting rules which will bar members of high school fraternities from participating in practically all activities of the schools except attendance. Resolutions adopted read:

"In the opinion of the board of education the several fraternities and sororities now existing in the high schools are a serious detriment to school discipline, society, morality and good education; their tendency is to segregate their members into selfish cliques and to monopolize literary, social and athletic honors. Be it therefore

"Resolved, That pupils being members of high school fraternities or sororities shall be ineligible to participate in any high school athletic contest, literary contest or any other contest with a class or high school; that they be ineligible to hold any office in athletic, literary or class organizations, to edit or manage any publication of a high school; that they shall be ineligible to hold class office or participate in a high school class contest, and that they shall be ineligible to receive any high school class honors, either as an individual or as a member of a class."

Newark, N. J. The janitors of buildings in which evening classes are conducted have petitioned the board that they be paid a fixed salary of \$10 per month, and \$1.50 for each room used. It is likely that the board will accede to the request.

Owatonna, Minn. The school janitors have been forbidden to smoke tobacco in or about the schools while classes are in session.



HON. D. F. CAMERON.
Sulphur, I. T.

Candidate for Superintendent of Public
Instruction of Oklahoma.

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Toledo, O. ... have been discontinued class to class will Supt. Van Cleave stated that advancement are outweighed Van Cleave's own

"The most serious brought against plan is this: In handling of the methods of testing advancement, a comment and irregular at promotion time orderly progress promotion plan.

"Again, it is pupil to change The appeal of no the consequences one year to diff do not to him s they should. It ter the problems of life presented less than a year be adduced to s the children wh selves through ence the same

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Among Superintendents

Reverts to Annual Promotions.

Toledo, O. The semi-annual promotions have been discontinued and advancement from class to class will take place once a year only. Supt. Van Cleve, in proposing the change, stated that advantages of semi-annual promotion are outweighed by its drawbacks. In Mr. Van Cleve's own language:

"The most serious charge that is to be brought against the semi-annual promotion plan is this: In spite of the most judicious handling of the vexed questions surrounding methods of testing children's fitness for advancement, a considerable degree of excitement and irregularity of school work prevails at promotion times. Such interference with orderly progress is doubled by the semi-annual promotion plan.

"Again, it is not good for either teacher or pupil to change relations twice in one year. The appeal of novelty is strong in children and the consequences of adjusting himself twice in one year to differing conditions of school life do not to him seem serious, but to the teacher they should. It is a rare teacher who can master the problems that lie in the multiform types of life presented in a school of forty pupils in less than a year, and numerous instances could be adduced to show the advantages accruing to the children who have carried along with themselves through several years of school experience the same teacher.

"The chief claim made for the system of semi-annual promotions is that it saves time for the child. If this were altogether true, promotions into the high school would come at an earlier age than formerly. I do not, of course, know at what age pupils in years long gone by were admitted by the regular modes of advancement into the Toledo high schools, but I do know that upon the average throughout the United States this age is a fraction over 14 years. Under the present system of promotion pupils are admitted into our high school at an age of 14.4 years. If, therefore, the contention of time saving be true here, it can only be true for the inconsiderable fraction of our pupils who can complete the high school course in three and one-half years.

"I have the testimony of a considerable number of teachers that the pupil inclined to be dilatory is encouraged in carelessness by the thought that if he does not apply himself diligently he need only lose five months.

"But to my mind these are minor considerations and of less moment than the undisputed fact that under the system of semi-annual promotions two classes are necessary in every room, except in buildings containing sixteen teachers or more. These classes being apart in attainments five months in every class implies that the teacher must be teaching all of the time or with so little relief from constant intellectual strain as to be upon practically nervous tension all of the day. This condition is alike harmful to teacher and pupil."

AMONG SUPERINTENDENTS.

According to the report of Secretary Irwin Shepard the total enrollment of active members in the National Educational Association was 5,174 for the year ending June 30, 1907. This is a net loss of eighty-seven members, resulting largely from the omission of the San Francisco meeting.

Seven committees of investigation were appointed at the Los Angeles convention of the

association and each committee has an allowance of \$500. The committees will investigate the culture element in education, the teaching of morals in the schools, industrial education in the rural schools, the shortage of teachers, provisions for exceptional children, a national university, courses in manual training for the elementary schools.

The new revision of the Illinois state course of study is completed. This revision has been made by a committee of county superintendents and others and is by far the fullest and completest state course in existence. The several studies have been outlined by specialists and much time and energy have been expended. The course requires eight months and should begin with September. The work is outlined by months and at the end of each, on a given day, an examination is held from questions sent out by the county superintendent.

The outlines in the course are not given in close detail and a monthly circular, giving more specific suggestions, is necessary to the best results. To save labor for the teacher, the eighth grade work is taken this year and the seventh grade will be taken next year. Central examinations are taken when pupils have completed the eighth grade.

Two years of high school work is outlined, known as ninth and tenth years. Pupils completing the ten years' work compose the graduates; county commencements are held and diplomas are given. Alumni associations are forming and efforts are in progress to get every county to follow the course with its attendant features. A larger number of counties are already doing the work more or less fully.

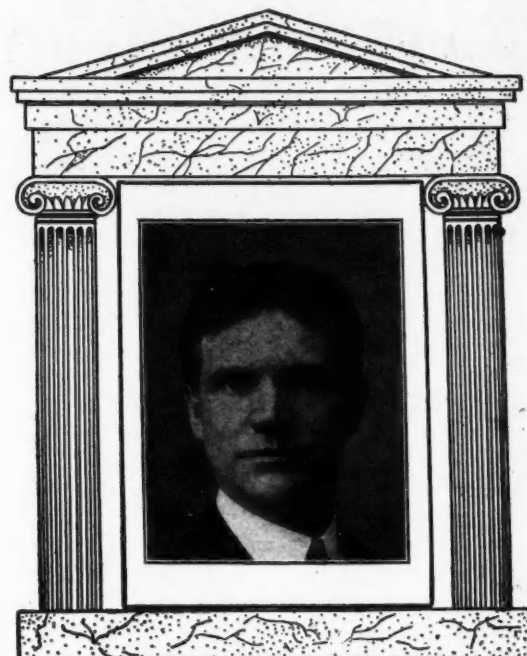
The Des Moines, Ia., schools are now united in one school district, coinciding territorially with the municipality. Seventeen independent districts or parts of districts were merged by the law passed by the last legislature.

Under this law the board of the largest district assumed the government of the entire schools. The rights of this merger board were attacked in the courts and temporarily enjoined from assuming control. The case was decided in favor of the board and, though it has been appealed, the board is conducting the schools. Several clashes of a minor character have taken place, but it is certain that the schools will be far better administered and supervised than under the old system.

Columbus, O. A rule of the school board, under the provisions of which children were vaccinated every five years, has been suspended. It is intended to enforce it only in times of threatened epidemics. All new pupils are required to present certificates of successful vaccination before they may be admitted.

Elizabeth, N. J. More than 750 pupils are on half-time, owing to the overcrowded condition of the schools. The congestion has been aggravated by the closing of a parochial school and more children may be deprived of the full day class work.

Oakland, Cal. The value and necessity of keeping a supply of simple remedies in each school for use in accidents or cases of sudden illness was recently discussed by the board of education. An example of the practical efficiency of an emergency outfit was cited and it was pointed out by one of the directors that the supply should be kept complete and ready for immediate use at all times.



HON. J. G. CRABBE,
Ashland, Ky.

Candidate for Office of State Superintendent
of Public Instruction.

Wichita, Kas. Stenography and typewriting has been made a first year study in the high school; and bookkeeping may be taken up in the second year. Both branches are elective for students who choose the commercial course in the high school.

Twenty-two district school nurses have been employed in the Boston public schools. They will attend to minor cases of illness and injury in the schools and visit sick children in the congested districts.

A conference of all the heads of the several departments of public instruction is planned in connection with the meeting of the superintendence department at Washington. Elmer Ellsworth Brown will be in charge.

Elizabeth, N. J. Supt. Clement has thoroughly reorganized the teachers' training school conducted by the board of education. Two competent instructors have been chosen to work under one of the regular principals.

Supt. W. E. Chancellor of Washington, D. C., has in preparation for early publication a new book on "The Management and Supervision of City Schools." It will, in a sense, be a sequel to "Our Schools; Their Administration and Supervision."

Milwaukee, Wis. A tutor system for aiding first year students in high schools has been introduced at Milwaukee, Wis., by Supt. Carroll G. Pearse. Each teacher is required to look after the welfare of fifteen freshmen, aid them in selecting courses of study and ascertain reasons for poor work.

Sterling, N. J. An interesting situation has developed as a result of the enforcement of the compulsory education law. A resident of the village refused to send his children to the public school and the school board called his attention to the fact that he was violating the law. The villager coolly informed the authorities that the school was overcrowded and unsanitary and that he did not propose to subject his children to risk in sending them there. The matter was laid before the county superintendent, who decided that the complaint against the school was well founded. The case has been appealed by the board to the state superintendent.

The school board at Iowa Falls, Ia., has taken an active interest in the high school athletics and has limited the number of match games to be played to five for the season.

Beatrice, Neb. The semi-slant writing system has replaced the vertical.

Juvenile Delinquency, Its Cause and Remedy

By Judge Grier M. Orr, St. Paul.

"The problem of juvenile delinquency has, in its solution, wrought a great change of thought and has brought about a new method of treating the youth who fail to observe the law. Youth has always presented much the same characteristics, for human nature is the same in all periods of history, though it is affected by varying changes in conditions and influences.

"With the disregard of the law by those who are expected to obey it, we must expect that the imitative youth of our day will indulge in kindred forbidden acts; we must expect that they will not yield ready obedience, either to parental command, the dominion of the teacher or the mandate of the law. In almost every community daily violations of some of the laws of the state or of the municipality are observable. There are some idle statutes on the books that are observed now only in the breach and not by their enforcement. It is not surprising, therefore, that under such conditions the moral perception of our youth is not amazingly high nor that it has attained the development of which it is susceptible.

"Respect for and obedience to the law is not so strong or great as fifty years ago. This apparent condition does not establish the proposition that the world is growing worse, for the world is better today than it ever has been and tomorrow will be better than today. There is an apparent moral awakening throughout the world, the result of which will be a higher standard of citizenship, a higher moral and intellectual development of the individual. Society has always been more or less attacked and affected by those who violate the law, and every one, from the age of seven or ten or twelve, according to the established age of criminal responsibility, who violated the law, was regarded as a criminal, and as a criminal he received his punishment. There are well authenticated cases where capital punishment has been inflicted upon youth of tender years.

Delinquency Defined.

"The present day humanitarians have brought about a change in the consideration and classification of those who violate the law, and youth under the age of seventeen are no longer regarded as criminals, but as juvenile delinquents.

"A delinquent is a youth under the age of seventeen who has violated the law of the state or of the municipality or has violated the law of the home to the extent that such child has become incorrigible and beyond the control of its parents or guardian. A delinquent is one who is a habitual truant from school or one whose habits and course of life tends toward a criminal, dissolute or wasteful life, and includes those who are growing up in idleness or crime and those who habitually use tobacco in public places.

Its Causes.

"The general causes of delinquency are many. Parental control is not possessed by all parents. Some parents possess the willingness to control, but have a weakness or are in some manner subnormal that they do not have the power of control. Some parents possess the power, but fail to exercise it. Many parents are so confident in the result of their home influence and the training of their own children, are so strong in their belief that under this home influence and training their children need nothing more, are so conscious that they have discharged every duty and every obligation and surrounded their children with every safeguard,

that they rely upon what they have done without any further supervision. Their children are permitted to go beyond the confines of the home or beyond their personal view without any watchful care over them or inquiry as to where their absent hours are spent. Espionage, as they regard it, is offensive to them.

"Sometimes, nevertheless, their children go astray because such care has not been exercised. It is better to watch a good boy—for watchfulness will not injure him—than not to watch him at all. If he is not good or he goes astray or forms associations inimical to his safety, he needs it.

Evil Environment.

"Many homes through neglect, through dissolute habits or through indifference or weakness, are vicious, immoral, even criminal, and the children of such homes are subject to these influences. The evil environment, influence and association of the neighborhood wherein they live lead many astray. Evil associations not only corrupt good manners but destroy character and morals. Boys and girls often feel that they live in a rapid age. Their associates are oftentimes better supplied with the means to meet their needs, their wants, their demands and their luxuries. The boys and girls who do not have sufficient to meet their demands feel, nevertheless, that they should not be left behind and are put to sore straits to do as others do. They have recourse to various dishonest and dishonorable measures and practices to procure what is necessary to live as their associates. They get started upon the wrong way and then feel that they must keep up in their wrongdoing; there is no opportunity for them to stop or to change.

"Many children in our states were born in some foreign country or were born in this country of parents who came recently from other countries, where they lived under greater or less oppression. When such children come in contact with the native born, they catch the spirit of liberty implanted in the native born and soon permit their liberty to develop into what we regard as license. They feel so free that they feel they are under little or no restraint; they feel that their parents are far behind in the race of life, and obedience to them is a matter of secondary consideration.

The Juvenile Court.

"The juvenile delinquent is regarded in a different light from the youthful criminal under the former law. He is no longer placed in prison and kept in the association of those who are steeped in crime, who know or remember little of morality or decency or virtue. The means or instrumentality now brought into requisition to care for the juvenile children is the juvenile court, which includes the probation officers so intimately connected with it.

"The juvenile court is not a branch of the criminal court to punish children of the criminal class, but is a social agency to inquire into the conditions of children of all classes which are within its jurisdiction, to determine what influences have surrounded and influenced them, to ascertain what ought to be done for them, and then to secure the doing of that which is best for them. The juvenile court is a court of inquiry and not of prosecution. Its aim should be and is to ascertain not only the fact of delinquency but the facts pointing toward or constituting such delinquency, the conditions of life, the influences and environment of the delinquent, and all of the attending circumstances and conditions of the fact of delin-

quency and the position of the delinquent. The juvenile is not arrested and hauled into court, but is cited or summoned. An arrest follows only when a refusal to obey the citation or summons is shown or else under some extraordinary condition which makes an immediate arrest a necessity.

The Juvenile Court Judge.

"The success and usefulness of the juvenile court depends chiefly upon the individuality of the man that presides over it, upon the character and spirit of the judge rather than the jurisdiction conferred upon the court, and in addition thereto the efficiency of the probation officers. The successful judge of such a court should be doubly grounded in the knowledge of human nature; he should be able to command and to instill love, affection, esteem, honor, confidence and fear in both the delinquent and the parent; he should possess great power under the law, but should hold it in reserve; he should come into personal contact and establish a personal relation with each delinquent; the personal equation should be established between him and the juvenile. To sit simply as a judge to ascertain the fact of delinquency and to apply the law thereto, means failure from the outset. The judge should be patient, kind, sympathetic, wise, discreet and firm; he should be able to know and to estimate human weakness as well as human strength; he should be able to point out the futility of a life of idleness, of vice, of immorality and of crime; he should be able to encourage a newer and higher ideal in life, to set a new standard of humanity and of citizenship, and to make way for a new and grander opportunity for the delinquent.

"The court should furnish an opportunity for personal service and of showing the way for the juvenile to overcome his weakness and to instill in him a feeling of self-reliance, of independence, of self-honor. It is not sufficient that the judge should be kind and lenient or to exercise clemency, to be forgiving and to tell the delinquent to go home instead of sending him to a training school, but he should take the delinquent in hand and see to it that he is shown the way to live, and should encourage him in that way. He must not be weary in well-doing, but should encourage and encourage and encourage again. It is for the court to furnish the opportunity to the delinquent in order that the delinquent may be better.

Individual Treatment Necessary.

"No hard or fast rules should be recognized in the juvenile court, for all rules must be elastic and made to apply to the conditions of the individual case. Precedent must not be regarded as precedent and referred to only as another lesson in the school of experience. The delinquent should be taught to cultivate the good and to eradicate the evil from his life. Each delinquent must be treated as an individual and not as one of a class. When it has been ascertained what the needs of a delinquent child may be, what influences may have entered into his life, what may have led to his being made a delinquent, the court may direct what then shall be done. The child may be discharged or may be returned to the care of its parents, may be entrusted to the volunteer probation officer, may be placed in the charge of the general probation officer, may be sentenced to the state training school and the execution of such sentence stayed and the delinquent placed in charge of the probation officer, or the delinquent may be committed to some institution provided for such purpose.

"The execution of the juvenile court is enforced by the probation officer, or the private or institution of a child in want of restraint and fully known and applied. The probation officer, such supervision permanent advantage be rendered or availing of finding that the court finds that the sight, of care and morals are in the parent and the child should not be light at the sacrifice of the child should be the own parents, and related and encouraged obligations as far as possible.

Work of the Juvenile Court.

"Long periods of time are desirable and a forced only as a should be temporary as is possible. The nearly conforming individual as the officers should not be detectives or spies make no arrests the representation of conduct himself. The juvenile court under the best friend and the juvenile righteous work probation officer child and student influences affecting them if mental work. the interest friendly side. It is not expected formation of youth, but it lies within the delinquent.

The Juvenile Court.

"The commission of juvenile delinquency. Many years of influence, which may be taken responsibility education a parents are duty when children of founded upon have for their child.

Child's Responsibility.

"Children are seized upon set before economic for the benefit attention perhaps to parents to when he gage his the hungry are left time according to do hoodlums gets criminal their spirit at home.

"The execution of the judgment of the juvenile court is enforced and applied by the probation officer, or the child is committed to some private or institutional home where the needs of a child in want or neglect or whose morals require restraint or direction can be analyzed and fully known and the remedy suggested and applied. The probation officers should exercise such supervision as will secure to the child the permanent advantage of such assistance as may be rendered or awarded by the court. Instead of finding that the child is a criminal, the court finds that such a child is in need of oversight, of care and of supervision, because his morals are in danger. The relation between the parent and the child is a sacred one and should not be lightly disturbed, and unless it is at the sacrifice of the interest of the child such child should be permitted to remain with its own parents, and the parents should be stimulated and encouraged to meet their parental obligations as far as possible.

Work of the Probation Officer.

"Long periods of institutional life are not desirable and should be recognized and enforced only as a last resort. Institutional life should be temporary and for as short a period as is possible. A home should be provided as nearly conforming to the requirements of the individual as is possible. The probation officers should under no circumstances become detectives or spies upon delinquents. He should make no arrests; he should be the friend and the representative of the delinquent and should conduct himself in such a way that the delinquent under his charge may feel that he is his best friend and that he stands ready to defend the juvenile in his right doing and in his righteous work. The personal influence of the probation officer—going into the home of the child and studying the surroundings and influences affecting that child's career and remedying them if possible—is doing a most monumental work. The probation officer represents the interest of the child in court and the friendly side of his work is the most important. It is not expected that he is to obtain all information concerning the delinquency of a youth, but it is expected that he will do what lies within his power to secure reformation of the delinquent.

The Elimination of Causes.

"The conditions which cause or result in juvenile delinquency cannot at once be removed. Many years of education, of training, of moral influence, will be required in order that parents may be taught to feel and to express the full responsibility resting upon them for the proper education and training of their children. Many parents are too weak to even respond to their duty when advised as to the condition of their children or permit their own selfishness, founded upon a false idea of the affection they have for their children, to stand in the light of their children's good.

"Children are imitative and more readily seize upon an example (especially an evil one) set before them than we imagine. Modern economic communities have no place nor use for the boy. There is nothing to engage the attention of the boy when out of school except perhaps to run an occasional errand for his parents to the neighboring store, and except when he is at school there is nothing to engage his time and attention in order to feed the hungry demand of energy and spirit. Boys are left without supervision to occupy their time according to a passing fancy. With nothing to do they become idle, and idleness begets hoodlumism and indifference; hoodlumism begets crime, for boys must have some vent for their spirit. The one who will calmly sit down at home after school with no spirit or disposi-

tion to indulge in play, in exercise or in work, is deficient in his makeup.

"Habits of industry may be as easily acquired as habits of indolence. They may not be as pleasant in their acquisition, but the habit is as easily acquired, and when once acquired is seldom unused. The boy who becomes idle is inclined to become a truant, and truancy leads through a devious path into criminality unless promptly restrained.

The Girl Delinquent.

"There are more delinquent boys than girls. The same economic conditions do not affect the life of a girl as the life of a boy, for the girl is at home, within the influence of her mother, and is usually set at some employment and taught to engage her time with music, embroidery or the more homely duties of domesticity. What few girls are delinquent, however, are exceedingly so, and present the most serious problem with which to deal. From early youth they present an entirely different problem from the boy. The curve of sex divergence from early youth to adolescence presents a wonderful variation. Each girl is a problem in herself. She craves and needs affection as a particular and personal affair. She is more interested that someone should care whether she is good or bad, that someone should give her the individual affection and care that is as necessary to the normal growth of a girl as is sunshine to the life of a plant.

"The woman child is influenced by entirely different conditions from the man child. She possesses a different set of motives and emo-

tions; she possesses a different ideal and responds to an entirely different standard of encouragement or stimulus from the boy. Teachers and all those who have ever had to do with children have observed and realize that there is an essential difference in the youth, morally, physiologically and temperamentally between the boy and the girl, and the same means cannot be brought into requisition for their control.

"The juvenile court as an agency for the betterment of the delinquent youth is yet in its infancy, but is no longer an experiment. Evidences are on every hand indicating the large measure of successful accomplishment by the juvenile court where its mandates are carried out and applied by an efficient probation officer.

"It is not surprising that there are so many juvenile delinquents, it is surprising that there are not more when the indifference and carelessness of parents, the coarseness and brutality manifested in different localities and an expression, oftentimes, of such a low appreciation of moral life, of honest, upright citizenship, aye, of the value of human life, are so often voiced. The vicious or the criminal instinct in the youth is rather the exception. It is the good boy gone wrong rather than the vicious or criminal manifestation of the individual. The reclamation of the delinquent youth is a grave and serious problem, but the efficient work of such a social agency will be manifest in the next generation in a higher standard of citizenship and a lessened number of the unnaturally developed criminal class."

The Public Schools and the Public Library

By Elizabeth G. Goodwin

Step by step, slowly perhaps, but certainly, the public library is following the path already trodden by the public school. The experience of the one is almost identical with that of the other. The success of the one has been determined, and evidently will be determined, by the same factors which solved the problems of the other. There has been the same indifference on the part of the favored few—the few who seem entirely able to create libraries of their own—whether they are able to enjoy them and appreciate them or not; the same early and crude endeavor to meet a demand which was itself immature and more or less unintelligent—the free schools and the free library arise under similar educational and social conditions; the same spirit of condescension and the same patronizing air, assumed by the so-called better class, as if the free schools and the free libraries were philanthropies and not necessities; the same blundering and shortsightedness of some friends of the public library movement; the failure to ground the library on that sure foundation, public service; the same complaint on the part of the taxpayers about "useless expenditure" and "fads and frills;" the same meager pay and inadequate recognition given to library workers; the same slow growth of a true professional spirit; and now there is coming, practically has come, the same hearty recognition of a worthy place and of true value. This recognition of the free public library scarcely was discernible even ten years ago.

The place now assigned the public library, by general consent, is that of an integral part of our system of public and free education. On no other theory has it sure and lasting foundation; on no other theory may it be supported by general taxation; on no other theory can it be administered wisely and consistently. A public tax can be levied for the maintenance of a public library only upon the principle which underlies all righteous public taxation; not that the taxpayer wants something and will receive it in proportion to the amount of his contribution, but that the public wants some-

thing of such general interest and value that all property owners may be asked and required to contribute toward its cost.

That something is the general rise in the average line of life, of intelligent and therefore effective citizenry, an advance beyond that which the public schools are able to accomplish. The demand for this intelligent and effective citizenship is increasing daily, for two reasons: First, the problems of public life and of public service, of communal existence (local, state, and national) are daily becoming more complex, more difficult of satisfactory solution. Second, we are recognizing more clearly than ever before that our present success and prestige are due, more than to any other cause, to the fact that more than any other people in the world's history we have succeeded in securing the active participation and practical co-operation of the whole people in all public affairs. In the whole people are we finding and are we to find wholesomeness and strength.

But coincident with this discovery, this keen realization of the place and value of all in advancing the common interests of all, has come the feeling, first, that the common public schools must be made good enough for all; and, second, that even at their best they are insufficient. The five school years of the American child constitutes a narrow portal through which to enter upon the privileges and duties of life, as we desire life to be to every child born under the flag. There is need of far more information, instruction, inspiration, and uplift than possibly can be secured in that limited time.

Casting about for a satisfactory supplement and complement for the public schools, we find the public library ready to render exactly this service; to make it possible for the adult to continue through life the growth begun in childhood in the public school. Only in this way and by this means can we hope to continue the common American people as the most uncommon common people which the world has yet known.

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WASTE IN EDUCATIONAL ADMINISTRATION.

Improvements and changes in our industrial and commercial conditions have largely tended toward the elimination of waste in materials, time, energy and labor. The developments in almost every field have been wonderful; they have, in a few decades, surpassed the advances of centuries.

In education such changes have been going on that are as wonderful, and, in their sphere, just as great as the economic developments in industrial and commercial life.

Modern pedagogy has wrought wonderful changes in the methods of teaching that save the child time and effort in the acquirement of knowledge. The teacher is trained to present each study in a natural, orderly manner; the daily program is arranged so that the most difficult studies are taught first, when the child's mind is most active, while work that requires motor activities is taken up last; the work of younger children is alternated to prevent fatigue; children are classified and frequently readjusted in their classes so that the instruction may exactly fit their needs; backward and defective children are given special aid in special classes, etc.

It is on the business side of school administration that the school board can render the best service for the elimination of waste and for the practical economy. The professional factors must be looked to for the expurgation of unnecessary subjects, for the adjustment of programs and courses and for the correlation of studies. They must be held responsible for the supervision of teachers, for the work of the principals, for the instruction given by the teachers. The school board, on the other hand, can best exercise its powers for economy by introducing business methods in the purchase of sites, the erection of buildings, the buying of supplies.

There is great need for improving the methods employed in purchasing school sites. Many school boards have not yet discarded the old, unsatisfactory habit of bargaining with real estate men when they might resort to condemnation proceedings and obtain a suitable piece of property at a far lower figure and in central locations.

There are but few school boards who have given the erection of school buildings a careful study from the economic point of view. There are few who know just what each building costs them on the basis of cubic contents, pupils accommodated and maintenance. A careful study and comparison would do much to show what methods of construction and

what materials are the cheapest from the viewpoint of results obtained. The same may be said of the heating of buildings and their ventilation. It is doubtful whether there are one hundred school boards in the United States who know exactly how much it costs to heat a given building, and who, from observation in their own schools, can select a new heating system that will be the most economical and most effective.

The application of daily school funds offers a wide field of study for economy. There are school boards who realize nothing from the funds which they have. In fact, their money is an expense. They must pay some official for disbursing it, while they receive no recompense for its use. We might point out many more topics, where there is need for elimination of waste. Economy must be practiced in the schools more than in any other branch of our government.

There is a great lack of school funds everywhere, and what is available should be applied to the best advantage. On the other hand, economy must not degenerate into stinginess. A common sense balance must be maintained and the best results possible obtained.

ONE SCHOOL DISTRICT.

It seems reasonable that a community which is a unit for civil government purposes should also constitute a single school district. And still, there are cities which consist of two, three, even more districts. Only last month have we seen the last of a system under which seventeen distinct school boards, each independent, with a corps of supervisory and executive officers, ruled the schools of a city of only 75,000 inhabitants. Until last August there were seventeen independent school districts or portions of school districts within the city of Des Moines, Ia. A "merger board" has now taken charge and is administering all the schools.

If economy were the only argument in favor, it would be sufficient to outweigh all others for a consolidation of districts within one city. Several organizations mean a great waste in administration and supervision; they mean a duplication of school boards, of superintendents and supervisors, of records and reports, of all educational effort. There are a few cities in the United States which topographically are divided so as to make the organization of separate districts desirable. This condition is, however, so infrequent as to be negligible in a discussion of the general question. There is no good reason why an average city should be divided, while the advantages of unification are numerous and positive.

RECOGNITION EXTENDED.

The department of the School Board Journal devoted to the planning and construction of school buildings has been recognized by school officials as both helpful and valuable. The underlying principles which should guide in the erection of a modern, sanitary and economical school are better understood now than ever before, and we do not think it presumptuous in saying that we have contributed our share toward spreading these principles among the school public.

A recognition of our efforts has recently come to us from a leading expert, Mr. War-

ren P. Laird, professor of architecture in the University of Pennsylvania. Mr. Laird has acted as judge in a number of important schoolhouse competitions and his counsel is often sought by progressive school boards. Under the date of September 14, Mr. Laird writes:

"I desire to commend the editorial article on School Architecture, in your June number for its soundness. A portion of the illustrations presented work of a first rate class, both as to practical schoolhouse planning and skillful and tasteful treatment in design.

"Your attitude on this phase of public school work is bound to advance the whole cause of education and it is a pleasure, to one interested in good architecture, to see it so intelligently advocated." Very truly yours, Warren P. Laird.

NO TEACHERS' PROFESSION.

"There is in the United States no teachers' profession," writes a western editor. "Here is probably the sorest spot in our educational organization. There is too much dilettante teaching, too much dilettante principaling, too much dilettante superintending. Good intentions there are in plenty, but these are of no more practical value to the children than are the good intentions of a physician towards his patients. Of what comfort is it to the weeping parents to know that the physician loved their child, and would have saved him if he could, but that he did not know how! They would sooner have pardoned a lesser amount of sympathy, if there had been a better-trained judgment.

"In matters concerning education the people are not yet capable of distinguishing between sure-handed expertness and bungling dilettanteism, though they are learning, slowly and by costly experience, that there is such a difference.

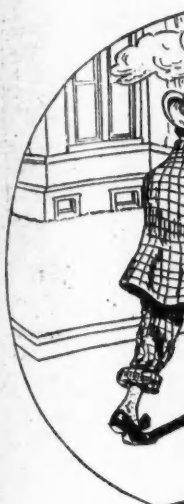
"Many communities have already discovered that the superintendent, at least, should be a trained specialist. However, there are still to be found too many of the "hurrah, boys!" type of superintendent, expert in the art of endearing themselves to school boards, principals and teachers, but expert in nothing else.

"Their visits to the class-rooms are brightened by funny stories, and the pages of their reports are illuminated by expressions of gratitude to everybody in town for having helped make the local schools the glory of the state, and for having brought them to their present high grade of efficiency. But one by one these good fellows are being replaced by those whose chief purpose is to serve the schools, and who know how to conduct them in the light of the best thought and according to the most approved experience. The expert is more and more in demand."

"Knowledge, interest and sympathy are the requisites for good teaching. They are also the three qualities which the school board member must possess in order to be successful."

TEACHERS' CONVENTIONS.

It has been well said that nothing serves to stimulate interest and enthusiasm among workers more than occasional conventions. This is especially true of educational workers and it is commonly agreed that conven-



An

tions are one of the professional advantages.

The benefits of these conventions are many. First, of course, they provide a place for the exchange of ideas and experiences from the address round tables.

vention without about the art of school management, inspiration in well-read papers.

But, besides an uplift in a from meeting gaged in the from the holi gaged in th strengthen th sion, to arouse

The school age teachers conventions, national convention granted leave thus spent would do no board members' convention man and ha vention of s easily spare or county c will be am

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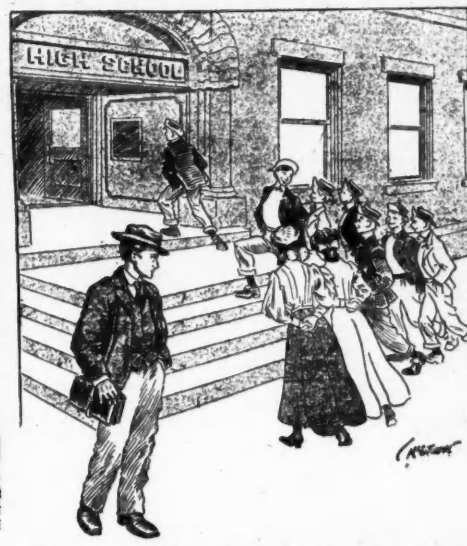
The pro high school



An undesirable student.



Female truant officers perform good work.



The poor student is the real sufferer from the frat evil.—McCutcheon.

tions are one of the leading forces for the professional advancement of the pedagogue.

The benefits derived by teachers are various. First, of course, is the information derived from the addresses and papers, discussions and round tables. No teacher can attend a convention without learning something new about the art and science of teaching, about school management and discipline. There is inspiration in a well-conducted meeting, and well-read papers, in spirited debate.

But, besides the actual program, there is an uplift in a teachers' convention that arises from meeting large numbers of people engaged in the same profession; that springs from the holiday spirit. Meeting others engaged in the same work is certain to strengthen the teacher's pride in her profession, to arouse a spirit of comradeship.

The school board member should encourage teachers to attend county and district conventions, and, if possible, the state and national conventions. The teacher should be granted leave of absence with pay. The money thus spent could not be better invested. It would do no harm if the individual school board member occasionally attended a teachers' convention himself. He is usually a busy man and has no time to attend a state convention of school board members, but he can easily spare a few hours to attend a district or county convention. It is certain that he will be amply repaid for the time so spent.

THE FRATERNITY PROBLEM.

The problem of the secret society in the high school has been discussed in the col-

umns of the School Board Journal from time to time. The fight against these pernicious organizations is more extensive now than it ever was, and has begun to produce actual results.

The legal phases of the subject are well established and generally understood. It is certain that a member of a fraternity cannot be barred from attendance at school. He can, however, be deprived of all the privileges and honors of the institution he attends, and its allied organizations. While this remedy is not so positive and quick acting as expulsion, it will in the end, be just as successful. There are but few true manly boys and thoroughly good girls who will persist in joining and belonging to a club which prevents them from representing their school in the athletic field, from participating at debates, and public entertainments, and finally from prominence at graduation. The real trouble is not so much with the boys and girls as it is with the parents, who persist in morally supporting the fraternities and sororities, and, who have gone so far as to institute legal proceedings to prevent the school authorities from enforcing their regulations.

Every school board that has secret students' organizations in its high school and is convinced of their detrimental character should take immediate action to eradicate them. A stand once taken should not be receded from until the desired results are obtained.

LOOKING FOR SUPERINTENDENTS.

The most important and at the same time the most difficult duty of a school board lies

in the selection of a superintendent. No other function of the school administrative branch is half so far-reaching in effect upon a school system.

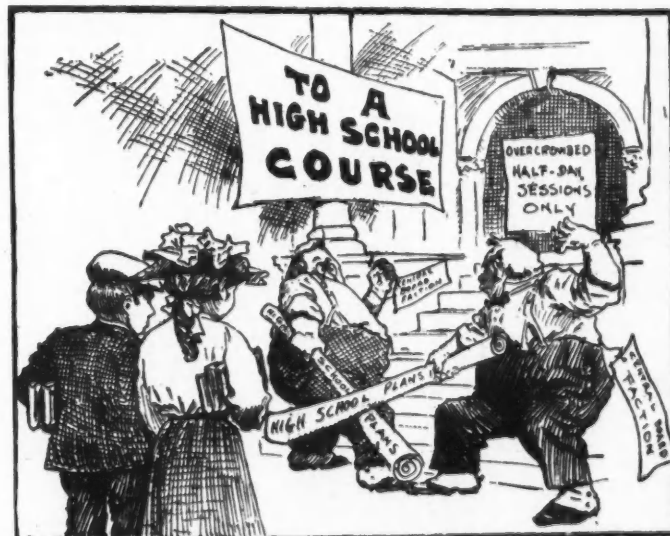
There are at least common sense methods of securing the ablest man which the salary offered will command. One is to invite applicants in case of a vacancy, and select from among them one who gives the greatest assurance of a high order of scholarship, character and efficiency.

The other method is to ascertain where the man who possesses exceptional force as a superintendent is located—then go after him and get him. To be sure, this will mean an inducement in the way of increased salary over what he is now getting—but it will secure the best man obtainable at the salary offered.

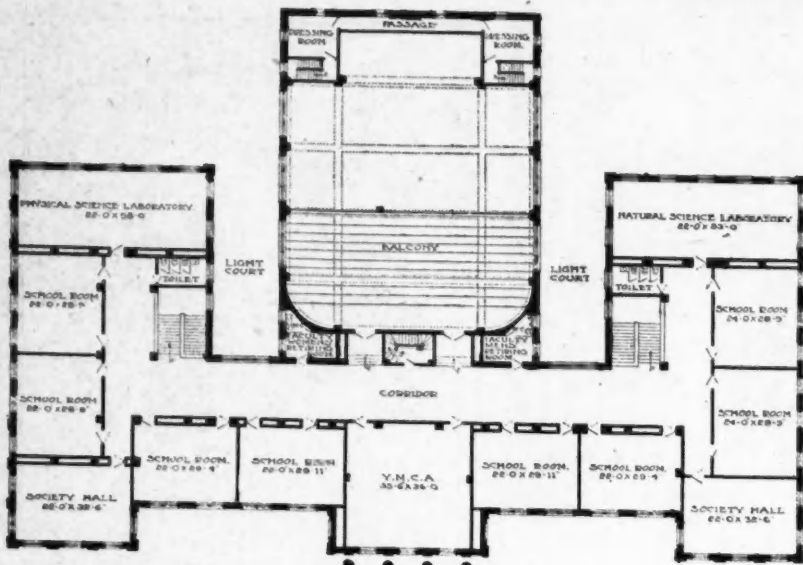
"There is no other class of public servants who assume as grave responsibilities and who give of their time and ability to the people without pay as members of our boards of education. Neither is there any other class who receive so much criticism. The fact that they neglect home or business twenty to thirty nights in the year in order to serve the public free of charge seems to lessen the criticism little if any. Sometimes we wonder how men can be induced to do the work and take the punishment. While there is doubtless an occasional self-seeker among these officers, we are convinced that the great majority of them are impelled by unselfish motives and are accepting the office as the duty of good citizens."—Exchange.



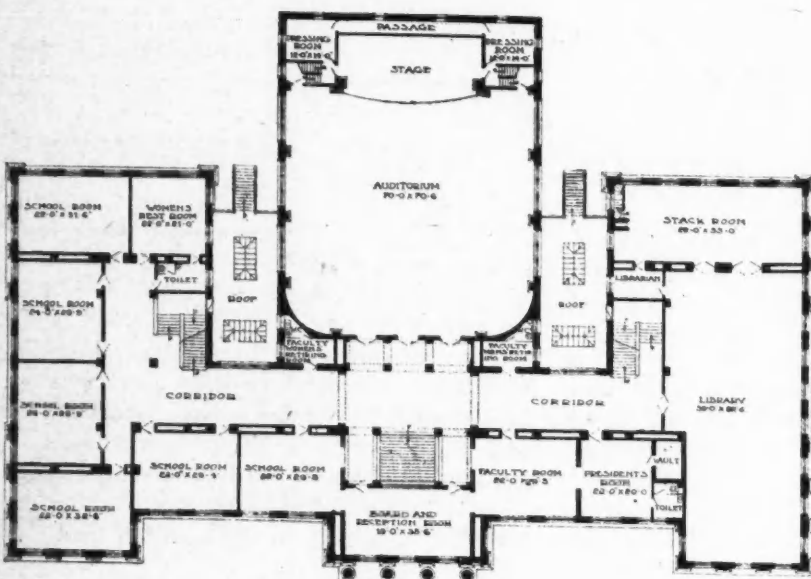
The professional foot-ball coach is undesirable in high schools.



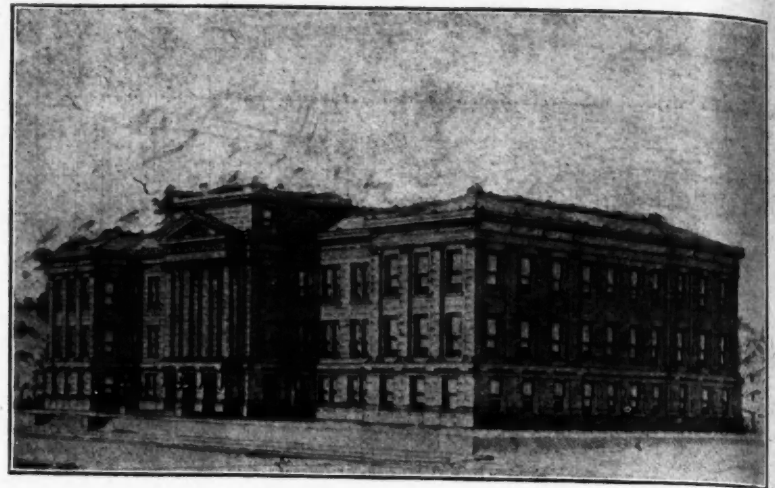
The Pittsburg School Board quarrels about plans for a new high school, while the children suffer.



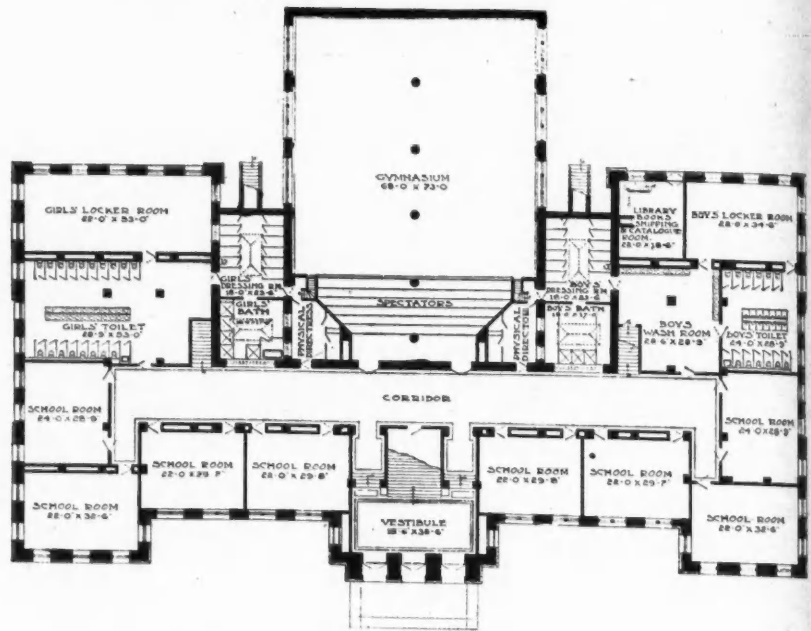
SECOND FLOOR PLAN



FIRST FLOOR PLAN



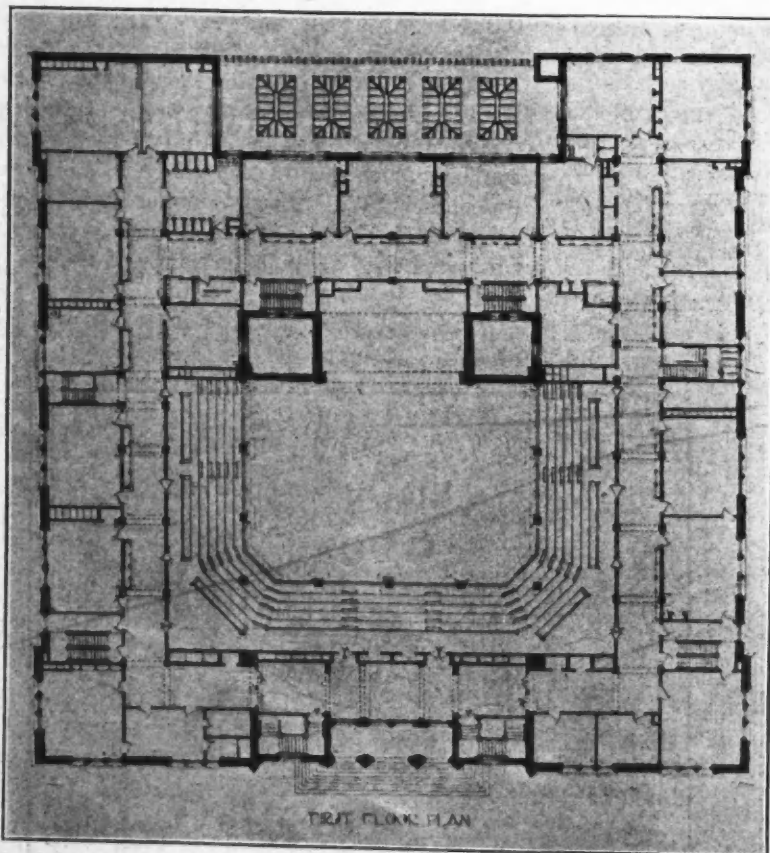
ACADEMIC HALL, SPRINGFIELD, MO.



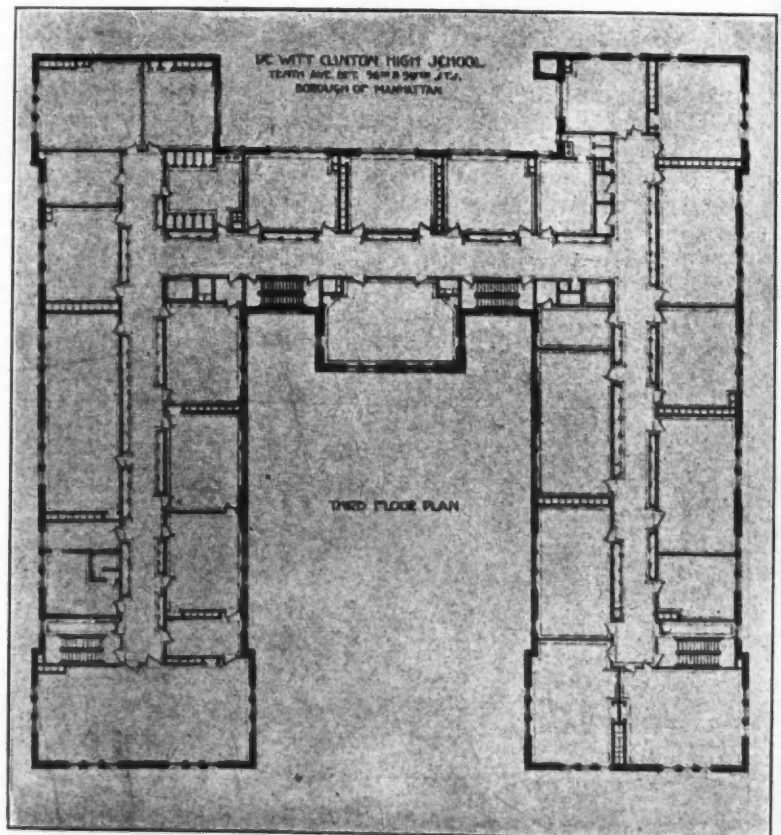
BASEMENT PLAN

PROSPECTIVE AND FLOOR PLANS OF THE NEW ACADEMIC HALL FOR THE STATE NORMAL SCHOOL, SPRINGFIELD, MO.
Drischler and Elsner, Architects, St. Louis, Mo.

(See Page 12)



FIRST FLOOR PLAN



THIRD FLOOR PLAN

TYPICAL FLOOR PLAN OF THE DEWITT CLINTON HIGH SCHOOL,
New York City.

(See Page 12)

JESSE SPALDING

It has been
American school
abnormal child
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And not without
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The Jesse Sp
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MODEL



JESSE SPALDING SCHOOL FOR CRIPPLED CHILDREN, CHICAGO, ILL.
Mr. Dwight Heald Perkins, Architect of the Board of Education.

JESSE SPALDING SCHOOL.

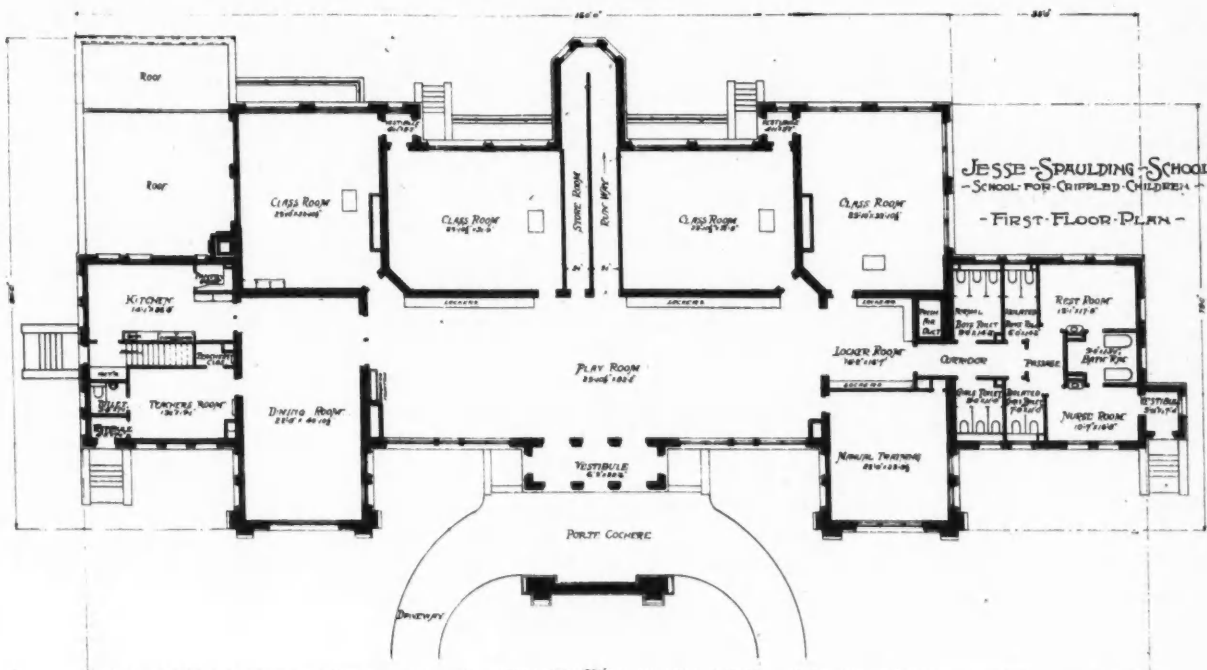
It has been a reproach of the American school system that the abnormal child was not given as much attention as it deserves. And not without reason, for only recently have we instituted schools for the deaf, blind, backward and truant children.

The Jesse Spalding school illustrated above is a day school for crippled children whose infirmities make it desirable that they be segregated. None of those attending are mentally defective, but the greater number are backward in their studies by reason of irregular attendance or nervous troubles incident to their defects.

All of the children are brought to the school in coaches provided by the board of education and for this reason a porte cochere is placed in front of the main entrance. From the vestibule, the children enter a large playroom, fitted with lockers, tables and benches. Four standard sized classrooms, a manual training room and a large dining room open off from the playroom. At one end of the building are the sanitary rooms: bathroom, toilets, restroom and a room for the nurse who will be in constant attendance.

Beyond the dining room are a kitchen and a restroom for the teachers. The former is fully equipped so that all of the children can be served their noon meal at the school.

The attic of the building is reached by a long inclined runway, as most of the children can-



FIRST FLOOR PLAN, JESSE SPALDING SCHOOL, CHICAGO.

not climb stairs. The attic may be fitted up later for industrial training.

The school will accommodate one hundred pupils and cost \$75,000.

Newark, N. J. Approval has been given by the board of education to the scheme of the schoolhouse committee, whereby sites for schools will be purchased through a commission. The plan provides that when the committee wants to buy land three disinterested citizens shall be appointed to appraise the value

of the property in question, and the price they fix shall be submitted to the board for approval. If ratified the board is to make a tender to the owner, and if the offer is rejected, condemnation proceedings will be started. The compensation of each member of the committee is not to exceed \$25.

Milwaukee, Wis. A chief truancy officer has been appointed to supervise the work of the attendance officers. The force has been increased by the appointment of a woman to care for special cases.



MODEL ONE-ROOM SCHOOL BUILDING IN THE ARTS AND CRAFTS VILLAGE, JAMESTOWN EXPOSITION.



DE WITT CLINTON HIGH SCHOOL, NEW YORK CITY, N. Y.
Mr. C. B. J. Snyder, Architect of the Board of Education.

Building and Finance

THE DE WITT CLINTON HIGH SCHOOL.

A type of building which has been found to be the ideal solution of the schoolhouse problem in large cities is the H-plan building, originated by Mr. C. B. J. Snyder of New York City. Mr. Snyder is frank in stating that the inspiration for these buildings is the Hotel Cluny which he passed one day while in Paris. The H-plan buildings are, as their title indicates, built in the shape of a capital letter H, except that the bar is not exactly in the middle. This type of building has been found to supply a maximum amount of light and air, and to occupy a minimum of space.

The De Witt Clinton high school is a fine example of the H-plan as applied to a city block, with light on all four sides. The building is 202 feet long and 200 feet wide, and contains a cellar, a basement, five floors above the ground, and an attic.

The cellar is occupied by the heating and ventilating apparatus, store rooms for coal and ashes, for the janitor, etc. The area between the two front wings of the building in the basement and first floor is occupied by the auditorium. The gymnasium, shower baths and locker room occupy the remainder of the basement. Entrances lead directly to these rooms by broad stairways.

The first floor, illustrated on page 10, contains the upper part of the auditorium and the galleries, offices for the principal, district superintendent and clerks, and several rooms for drawing classes. The roof of the auditorium stops at the level of the second story floor, and from this up the building assumes the shape of the letter H. The classrooms are in double rows along the bars of the H. On the second floor are the library, the biological laboratories and rooms for drawing classes. The third floor (see page 10) is devoted to class and lecture rooms, offices and laboratories. On the fourth floor are classrooms, a study hall and a library hall. On the top floor are chemistry laboratories, lecture and classrooms, a study hall and a lunch room.

The exterior of the building is a modification of the Flemish Renaissance with a high pitched roof and large gables and dormers. Up to the second story floor the walls are constructed of lime stone, and above this brick has been utilized with terra cotta trimmings.

All of the furnishings are of the finest type procurable. The main auditorium is fitted with a very fine pipe organ which costs complete \$7,000. Two large mural paintings, executed by Turner and illustrating historic events in the life of De Witt Clinton, adorn the walls of this same room.

The building cost \$600,000, exclusive of equipment. With site and equipment the structure represents an investment of more than \$1,000,000.

ACADEMIC HALL, SPRINGFIELD, MO.

The arrangement of buildings for normal school purposes resembles that of high schools with but minor differences, as the general uses and administration of these classes of structures are very much alike.

Academic Hall, illustrated on page 10 is the main building of a normal school group being erected for the state of Missouri at Springfield, under the direction of Architects Drischler & Elsner. The exterior is in plain classic style,

in keeping with the uses to which the structure will be put. All of the exterior walls are faced with native stone, and the roof is covered with a semi-glazed tile. The interior walls and floors are fireproof.

The sub-basement is devoted solely to the fan and heating apparatus. A detached power plant supplies heat and power, electric light and water pressure.

The basement, which is practically on a level with the surrounding lot, contains eight classrooms along the front. A large gymnasium occupies the entire space in the middle wing and is flanked on either side by bath, locker, dressing and toilet rooms. The facilities for women are nearly double those for men, as it is well known that the number of girls in normal schools exceeds that of boys.

The library and stack room occupies one end of the first floor. The rooms for the faculty are arranged with sliding doors, that they can be used for receptions and other social functions. The auditorium, which is also on this floor, has a seating capacity of 1,000.

The second floor is given up to eight classrooms, two society halls, two laboratories, and an association room. The balcony of the auditorium is reached from the hall of this story.

The main laboratories of the school will be located in a separate building, as will also the practice school.

The cost of the academic hall will be \$200,000, exclusive of furniture.

HEATING AND VENTILATION.

Secretary W. J. Flynn of the Erie, N. Y., school board gives some interesting tables, in his biennial report, on the cost of fuel and heating systems. For a period of nine years the average annual cost of fuel "per thousand cubic feet of air space heated" was \$3. If the severity of weather and the purchase rate of fuel are considered, the records show a yearly reduction in the expense.

Year.	Cu. Ft. of Air Heated.	Total Cost of Fuel Consumed.	Cost per M. Cu. Ft.	Average per M. Winter Temp.
1898-99....	3,510,000	\$10,009.52	\$3.31	25.70°
1899-00....	3,452,000	9,831.64	3.17	31.24°
1900-01....	3,571,000	9,400.56	2.79	31.88°
1901-02....	3,791,000	11,137.04	3.28	30.60°
1902-03....	3,791,000	10,801.24	3.07	34.82°
1903-04....	3,791,000	12,129.01	3.40	26.82°
1904-05....	3,791,000	9,415.38	2.79	29.08°
1905-06....	4,086,000	9,060.10	2.42	31.57°
1906-07....	4,086,000	10,660.39	2.92	27.08°
Average.....			\$3.00	29.81°

Analyzing these figures, Mr. Flynn states that the average cost of fuel during this period has been \$3.71 "per thousand feet," for coal; \$3.10, for gas; and, \$2.50, for coke. In 1899-1900 the consumption of anthracite coal represented an expenditure of \$6,807.13, while the coke was only \$1,459.46. During the past school year no hard coal was used at all and the coke cost \$7,540.23. The increase in the cost of heating was \$650.87, or 6½ per cent, with an increase of air space to be heated of 576,000 cubic feet, or 16½ per cent.

The average cost of heating buildings equipped with furnaces amounted to \$2.93, while boiler systems cost \$2.48. The mechanically ventilated buildings averaged \$2.45 "per thousand feet," while natural window ventilation cost \$2.67, and gravity systems reached \$3. The plants equipped with automatic heat regulation proved cheapest of all, with an average expense of \$2.39, as compared to the non-automatic at \$2.72.

Mr. Joseph A. Moore, inspector of public buildings, state of Massachusetts, recently

stated that it had been his experience that when a well adjusted combination of the plenum and exhaust systems is installed in a school building, more economical and satisfactory results are obtained than by the use of either system independently.

When the exhaust is a little in excess of the plenum, say about 5 per cent, the heat that is lost by leakage by the plenum method is utilized to warm the air drawn into the room through the outer walls, but in so many small places that uncomfortable drafts are not produced.

When the corridors, clothing and sanitary rooms are properly ventilated there is little danger of foul air reaching the classrooms from such sources. While this is at variance with the recommendations of many persons, it is claimed by Mr. Moore to be his experience in making many hundred tests of the heating and ventilating of schoolrooms.

BUILDING AND FINANCE.

The state of Texas has a permanent school fund amounting to more than \$50,000,000 invested largely in county and municipal bonds and in school lands. At the last apportionment, in the month of August, \$5,362,000 were distributed, allowing \$6 for every child of school age in the state. Besides this sum, many school districts receive moneys derived from local taxation, or from special sources within the county.

New York City. The school board's budget for 1908 amounts to \$31,650,000 in round numbers, an increase of nearly \$7,000,000 over the sum allowed this year. The largest increases are in the salaries of teachers and supervising officers, but it is not likely that these will be allowed by the board of estimate.

FUNDAMENTALS IN EDUCATION. C. P. Cary writes: Fundamentals in elementary education are subjects necessary for the further progress of the pupil or for use in life, or for both. By a fundamental study, I mean, first of all, a study or discipline some proficiency in which is essential to the performance of one's simpler duties in life and the enjoyment of one's privileges in a manner becoming a civilized man in a civilized community. In the second place, and in a subordinate degree, I mean, by a fundamental study or discipline, a subject which adds to the pleasure of life and the larger social success of the individual.

Of first importance in all education and therefore the most essential, is man's ability to communicate with others of his kind. For us this means the ability to talk, to read, to spell and to write.

It is impossible to go on in life without frequent use of the art of counting and measuring. Time, distance, value, quantity—all have to be measured in daily experience. This art is learned in the study of arithmetic.

The man who has had no systematic instruction in geography by means of books or teachers must necessarily be so ignorant of the globe in which he lives as to be conspicuous for his ignorance, while no one part of geography beyond the sphere of observation may be regarded as absolutely essential, yet at least an elementary knowledge of the form, size and political divisions of the earth, the products and the character of the people, is so desirable as to make it fundamental.

In like manner, an elementary knowledge of the history of our country and of our forms of government may well be looked upon as fundamental in elementary education. Less fundamental and essential to an elementary education are drawing, singing, and the study of environment, and a degree of familiarity with some of the great juvenile classics.

Amo

School

By Supt. M. Students of sch tically agreed tha will provide, first, tion be separated ical control so tha cannot be made life of any politi political party to in which men as any political part that the board of of a small body that the manner will secure men of ity and experien education shall b amount of mone to conduct the s lines. There are vision is prefera responsibility w board of educa sider the matter If the board o amount of sala its authority ov would be lost. necessary for a be so co-ordinat be one harmon sponsibility sha set of men unl discharge that shall be given less their res Sixth, that th ployes, in the wise, be open check which v competency. partment of proper safegu by study and schools may b and such text as will make ary and secur and that disc teachers and vail througho

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Among Boards of Education

School Charter Provisions.

By SUPT. M. G. BENEDICT, Utica, N. Y.

Students of school administrations are practically agreed that every good school charter will provide, first, that the school administration be separated as far as possible from political control so that the schools shall not be and cannot be made the means of prolonging the life of any political party, or be used by any political party to help or hinder any measure in which men as politicians or as members of any political party may be interested. Second, that the board of education shall be composed of a small body of men, not to exceed six, and that the manner of their selection be such as will secure men of educational or business ability and experience. Third, that the board of education shall have power to raise a minimum amount of money which will be large enough to conduct the schools on at least conservative lines. There are many reasons why such a provision is preferable to any system by which the responsibility would be divided between the board of education and other bodies. Consider the matter of the employment of teachers. If the board of education could not fix the amount of salaries, its power of selection and its authority over the teachers after selection would be lost. Fourth, that the various powers necessary for a successful administration shall be so co-ordinated that the administration may be one harmonious whole. Fifth, that no responsibility shall be placed upon any man or set of men unless adequate power be given to discharge that responsibility and that no power shall be given to any man or set of men unless their responsibility be clearly defined. Sixth, that the acts of the board or its employees, in the expenditure of money or otherwise, be open to publicity, thus providing a check which will quickly expose error or incompetency. Seventh, that the education department of the school be entrusted, with proper safeguards, to those who are qualified by study and experience to the end that the schools may be filled with competent teachers, and such text books and appliances be supplied as will make for a broad and effective elementary and secondary education for our children, and that discipline may be secured among the teachers and that effective harmony may prevail throughout the entire system.—Report.

AMONG BOARDS OF EDUCATION.

Chicago, Ill. Three hundred teachers of manual training, domestic science, drawing, and the allied arts have formed an organization for "the unification of graphic and manual arts throughout the public schools of the city."

The plan of the organization is unique in American educational circles. Its purpose is to bring into closer relationship the teaching of drawing and painting and the courses of instruction in carpentry, cooking, and similar "useful arts."

"At the world's fair in St. Louis," said Supt. Cooley in explaining the objects of the association, "the various school exhibits showed that the United States is far behind the European countries in the idea of correlating the teaching of these two classes of subjects."

Textile instruction is to be introduced in the high school at Austin, Texas, by private initiative. The sum of \$3,000 is being raised for a small plant, and this is to be gradually

increased. Practical instruction in every branch of cotton manufacturing is to be introduced.

The New York City board of education has reduced the "part-time classes" evil, but it is likely that several years will elapse before every child has a seat. At the opening of the school year 38,908 additional sittings were provided, and at least 25,000 will be ready before December 31. Last year the number of children attending but one-half day exceeded 75,000. Taking into account the natural increase in the population, it is confidently expected that only 50,000 children will be unable to attend a full day.

The report of the committee sent out by the Massachusetts commission on industrial training to investigate the status and methods of industrial education in Europe is of interest.

The committee sums up briefly its findings in the several countries: England provides national subsidies for industrial schools, along with national control, and while progress is rather slow there is a gradual awakening to the need of such schools. In France the efficiency of industrial schools was strongly evident, pupils beginning their trade studies as early as 13 years of age. There stress is laid on the artistic side, as well as upon the faculty of skillful manipulation. In Germany such instruction is systematic and thorough, the expense being met by the cities, the trade guilds and the central government. In Switzerland there is no uniform system of industrial education as yet, owing to lack of means, but under the new apprentice law all apprentices will be obliged to attend department schools. In Belgium a deep interest is taken in industrial education, but the conservatism of established tradition acts as a hindrance. In Holland one city—Amsterdam—has a thorough industrial school, its graduates taking good positions in the trades. In Scotland the largest industrial school has a total attendance of 6,000 pupils. In Ireland extensive provision is made for industrial education, about \$1,000,000 annually being spent for the object.

The efficiency of the state labor inspectors of Minnesota has been greatly enhanced by adding to their powers those of general truant officers. While in the past the inspectors have been able to exclude children of school age from factories and mills, they have, in many cases, been unable to force these children to return to their schools. The good results of the new law are judged from an inspection held in August at Mankato, where the enrollment was increased by 120 pupils.

Duluth, Minn. The course of study for the new "mechanic arts" high schools has been planned to cover three years' work and is based on the programs of similar schools in Chicago and St. Paul. The pupils will have mechanical drawing, bench work, mechanics and iron work, and, as soon as possible, art designing, pottery, and sculpture. The regular scholastic course will not be disturbed, and after completing the three years of instruction, the pupils can take their senior year at the Central high school, completing their preparation for college if they wish to do so, or at least securing their high school diploma.

According to a report of the St. Louis medical inspection, 35,314 children were defective

out of a total of 135,314 examined during the last school year. The exact percentage of defectives was 25.9, of which the greater number suffered from slight irregularities of sight.

The school board of Bay City, Mich., will require all applicants for positions as teachers to undergo a medical examination. The school board recently raised both the salaries and the professional qualifications.

Mrs. Josephine Goss has resigned from the Grand Rapids, Mich., school board after nearly twelve consecutive years of service. Mrs. Goss is recognized as a leader in educational work of her home city.

East Orange, N. J. The janitors have been granted a 10 per cent increase in wages. A request for a 15 per cent raise was made, but could not be granted for want of funds.

TRUANCY. The truant boy and girl has been discussed at great length. The solutions offered have been varied, both in detail of execution and in the final degrees of success. All discussions and solutions are agreed on one point, namely, that lack of interest on the part of the pupil in the school and its life, is the fundamental cause for truancy.

The truant school has been one solution offered for the difficulty. California, Colorado, Illinois, Iowa, Massachusetts, Michigan, Minnesota, Nebraska, New Jersey, New York, Pennsylvania, Utah, and West Virginia provide for their establishment by state law. These, in connection with a carefully organized juvenile court, have been productive of much good.

During the recent meeting of the National Conference on Truancy, called by the Chicago board of education, the following recommendations and suggestions were offered as cures:

Increase in the number of truant and probation officers.

Installation of telephones in all schools of the city, so that the principal will be enabled to keep in touch with the offices of the board of education.

Establishment of a transfer system between public and parochial schools.

Establishment of a system by which principals will know each day the exact whereabouts of each child in his district.

Abolition of the school board rule which permits a child to be suspended from school for thirty days. Maximum period of suspension to be five days.

Employment of school teachers to take the school census. Enumeration to be made especially during the summer.

Abolition of suspension for incorrigibility. Child to be sent to parental school, if necessary, but never turned upon the street.

Establishment of school meals to overcome truancy resulting from stupidity, which in turn is the result of malnutrition.

Special rooms for foreign children whose unfamiliarity with the language makes it difficult to keep up with the work of others.

Establishment of more school baths.

More ungraded classrooms.

Establishment of a corps of visiting nurses. More playgrounds, directed play and gymnastics.

Holding of parental meetings to keep parents interested in the work of the schools.

Reduction of classes to thirty-five in a room.

Changes in curriculum such as will make school life seem of greater value to the child commercially.

More school work which will interest children, such as more manual training, more construction work, more school gardens, and more science work with excursions.

Discussions with experienced teachers as to methods of treating tardiness and absence of pupils.



The teacher is the life of the school, but the text books and course of study are the bread and meat. Text books and the course of study will not make a good school out of a poor one; but the teachers can make a much better school with good text books and a course of study wisely drawn than they can under opposite conditions.—Livingstone McCartney, Henderson, Ky.

Dr. G. F. Warren of Cornell University has written a new text book on agriculture, which is to be issued soon by the Macmillan Company. The book is designed to supply the need for a thoroughgoing text for high schools, normal schools, and academies. Each chapter is to consist of a text followed by such questions as will set the pupil to work on his own account, laboratory and demonstration directions, and collateral reading. A Teacher's Manual will accompany it. The book will cover the general subject of the plant in its relation to the soil, climate, and other environment; live stock in its various relations; cropping systems and schemes, and farm management.

The Modern Music Series is in use in ninety-three cities and villages in the state of Michigan, including such places as Adrian, Benton Harbor, Cheboygan, Houghton, Iron Mountain, Kalamazoo, Marquette, Muskegon, Owosso, Port Huron, Saginaw, St. Joseph, Traverse City, Ypsilanti.

The same series is also used in Michigan's four state normal schools: Marquette, Kalamazoo, Mount Pleasant, and Ypsilanti.

Frank G. Carpenter, author of an unusually successful series of geographical readers for supplementary work, has instituted a new series of reading books of similar nature but along industrial lines, with a volume entitled "Foods." The book will give children a knowledge of the production and preparation of foods, and show how civilization and commerce grew from man's need of foods and the exchange of foods between the various nations. The volume is as interesting as any story book, and is profusely and attractively illustrated from photographs.

The Century Company has announced a series of histories, in about ten volumes, under the general editorship of Prof. George Lincoln Burr of Cornell University. When completed, the series will form a history of the world, of which the characteristic feature will be the emphasis placed on events and forces which have borne upon the permanent elements of civilization. Each book will be written by a specialist in the period of which he writes. It is expected that the first volumes will appear in 1908.

Allyn & Bacon, Chicago, have instituted injunctive proceedings to prevent the Louisville school board from removing the Scott & Denny English composition and the Carhart & Chute physics text books from the high school. In their petition the plaintiffs allege that the school board acted illegally at the meeting when it was decided to put the new text books into use during the school year 1907-8. They allege that the charter provides that no change shall be made in the schedule except by the unanimous vote of the school board, or a two-thirds vote after the motion has been spread on the records of the school board for at least one scholastic year.

The plaintiffs further allege that the books which the board seeks to have installed in the

schools are trust-made and cost 20 cents more per book than those now in use.

The state text book committee of California has adopted the Sadler-Rowe budget system of bookkeeping, Richardson's commercial law, MacFarlane's commercial geography, the Sadler-Rowe commercial arithmetic (college edition) and essentials of arithmetic for use in all the high schools of the state. This is, without doubt, the largest adoption of commercial publications on record, and the Sadler-Rowe Company is to be congratulated that the merit of their publications is receiving recognition.

Book Reviews

Elementary French.

By Fred D. Aldrich, Worcester Academy, and Irving L. Foster, Pennsylvania State College, 12 mo., cloth, 329 pages. Price, \$1.00; by mail, \$1.10. Ginn & Co., Boston, New York, Chicago.

This is an introductory grammar and composition for high school students and is based on "Foundations of French" by the same authors. The scope and general arrangement of the previous book have been retained and such changes as actual classroom use have shown to be desirable have been made.

The most important of the added features are a complete vocabulary, extended French-English exercises, phonetic transcriptions, drill sentences culled from college entrance papers, and a syllabus of essential grammar.

The book is a decided improvement over its predecessor. The elementary requirements in composition and grammar are fully covered. More mature students may use it by making suggested omissions in the exercises.

Minna von Barnhelm.

Von Gotthold Ephraim Lessing. Edited with introduction, German questions, notes and vocabulary. By Philip Schuyler Allen, assistant professor of German literature in the University of Chicago. 285 pages. Charles E. Merrill Company, New York.

This volume is well fitted to give the student the full benefit of Lessing's delightful soldier-drama. The introduction briefly and fairly relates the story of the poet's interesting career, and offers a short study of his literary works, in particular of the present play. The notes are of a literary character, but explain such linguistic points as may not readily be understood from grammar or dictionary. A series of questions in German is introduced before the notes to give drill in conversation. The vocabulary is complete and fully adequate to furnish a good English equivalent for every implication of the text.

First Year English for High Schools.

By Emogene Sanford Simons, A. B., English Examiner in New York State Department of Education. Illustrated, 207 pages. Introductory list price, 60 cents.

A clearly and wisely organized plan of work in English is the foundation of Simons' First Year English for High Schools. Pupils coming from grammar grades must plunge at once into the difficulties of high school rhetoric. With First Year English, however, they can begin work with a repetition of principles of grammar taught in the grades. The author brings together the usual work in oral and written composition, grammar and rhetoric, and applies all rules to the literature which pupils study at this period. The exercises and illustrative selections throughout the book are drawn from classic literature. An outline of work in English for each half year is given in the author's preface. This outline must prove

invaluable to teachers who want to organize their English course most effectively.

Elementary English Composition.

Designed for use in the highest grammar grade and the lower high school grades. By Tuley Francis Huntington, A. M., recently member of the faculty of the Leland Stanford Junior University; sometime head of the department of English, Milwaukee high schools; author of Elements of English Composition, etc. 50 cents net. The Macmillan Company, New York.

This book is designed for use in the highest grammar classes and the lower high school courses. Some portions are suitable for the seventh grade, and should be there used if technical grammar, as distinguished from the so-called language work which combines both composition and grammar, is begun in this grade. In the first and second years of the high school it will serve as an easy introduction to the more advanced study of composition. Only the fundamentals of composition are treated. Important topics, like letter writing (Chapter 5) and the work of the school (Chapter 6) are by special devices made more than ordinarily practical; each composition, moreover, is to be spoken or written to someone, and is to have some definite effect to accomplish, for which alone it is to be judged and criticised.

Principles of Secondary Education.

A text book by Charles De Garmo, professor of the science and art of education, Cornell University. 299 pages. Price \$1.25 net. The Macmillan Company, New York.

This book will be heartily welcomed by students of education preparing for high school teaching and by experienced workers in the secondary school field. The purpose of the author is to classify and analyze each study and upon the basis of comparative and inherent educational value determine the best combination of studies into the curricula demanded by our democratic society. A secondary purpose is to show how the high school education can train for efficiency as well as insight.

Comparative study of model high school curricula is presented in the appendix by the reproduction of programs from Boston, St. Louis, Mo., Springfield, Mass., and typical English, German, French and Swedish courses of study. It is the intention of the author to prepare another work on the aims and processes of teaching the high school studies and thus cover the entire field of the principles of secondary education.

Shorthand.

By Martin Hemmy. 128 pages. Price to school officials, \$1.00; retail price, \$1.50. The Kenosha Educational Agency, Kenosha, Wis.

This is a brief but very complete alphabetical system of shorthand. Shading and line positions are used; the former to distinguish letters and syllables that have similar sounds; and the latter to indicate initial vowels and word signs. The publishers claim that the system is briefer and simpler, more legible and more easily learned than any other.

School History of the United States.

By Henry William Elson, author of "History of the United States," "Side Lights on American History," etc., etc. Price, 90 cents. The Macmillan Company, New York.

As this text book is designed for the upper grades of grammar schools and the lower grades of high schools it is well that maps, illustrations and classified tables should be among the salient features. There are seventy-five maps (of which thirteen are full page) and one hundred and fifty-nine illustrations. A wood cut

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Tiling

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Tiling as a Help to Hygiene in School Architecture

By CHARLES JAMES FOX

Owing to the strong sentiment in this country in favor of popular education there are perhaps no public buildings which are erected with more careful regard for the latest and most improved ideas of building construction than the public schools. Whether it be in the large cities or in small towns the new school buildings are always popular objects of civic pride. In the expenditure of public money there is no item toward which the taxpayer is more generous or less critical than toward the appropriations for the public schools.

In drawing his plans, the school architect has, as a rule, to provide for a fireproof structure; for a modern heating plant; for the most improved system of scientific ventilation; for an arrangement of light that will satisfy the demands of the most careful oculist; and for sanitary arrangements that are in keeping with the stringent demands of public health officials. Even the psychological effect on the young mind of attractive, pleasing and artistic surroundings has to be given due consideration in the architectural style and general decoration of the building. A school building that is faultless in mechanical and sanitary construction may still be a failure unless it is built with careful regard for architectural beauty.

If it were necessary to pick out one consideration as the most important in school building, preference would have to be given to its sanitary construction, because an unsanitary condition in a building filled with young children is almost certain to be more fatal than even the lack of fireproof qualities. Next in importance to the purity of the water supply, which is a condition beyond the jurisdiction of the school board and school architect, is the sanitary condition of the school toilet rooms.

Sanitary Qualities of Tiling.

The toilet rooms above all other places in the school building should be supplied with a tiled floor and wainscoting. The baked clay tile is so non-porous that it cannot absorb septic or organic matter of any kind. It is absolutely sterile so far as germ life is concerned. It is very easy to keep clean by the most careless rinsing off with water.

These aseptic qualities of the baked clay product have led to its general recognition as the most appropriate covering for the floors and walls of operating rooms and wards of hospitals and of other places where absolutely sanitary construction is necessary.

Durable and Economical.

In addition to its aseptic qualities the clay tile has the further advantage of being the hardest and most durable of all flooring materials. The clay is baked so hard that the steel nails of the shoe, the most destructive agent of flooring materials, cannot scratch it, any more than a steel knife scratches a dinner plate. The economy of the tiled floor and wall is threefold. If properly laid it outlasts the building in which it is placed. It does away with the necessity of paint, oil, varnish or wall paper. It is a great labor saving device as it is far easier to rinse off a tiled floor than to scrub and oil a wooden one. The tiled floor cannot be stained by ink or other acids. The glazed tile wainscoting cannot be marked or defaced by the lead pencils or jack knives of the pupils. Its utility, its economy, and its sanitary properties all recommend the use of tiling in the school toilet room.

Tiling may be advantageously used also on



the floors of school corridors, especially on those which are first entered from the street. A floor of wood, or other absorbent and perishable material, absorbs much of the street dirt that is deposited in the corridors, and as this is ground into it the floor soon becomes in a most unsanitary and shabby condition. Tiling, on the other hand, shows virtually no signs of wear, and a tiled floor can easily be kept neat and clean.

The decorative effect of the floor should not be overlooked. As tiles can be made in an almost unlimited variety of form and color, the design and color scheme of the tiled floor can be as attractive as the designer or decorator can imagine.

A glazed tile wainscoting is most appropriate in the vestibules and corridors of the school building. It is not only decorative and sanitary but also the most durable of all wainscoting. It is not injured by the usual knocks and blows which soon scratch and mar the

paper, paint, plaster or stucco wall coverings. It is not soiled or marked by the hands and shoulders of the children, who lean or rub against it. In the school corridors a wainscoting of any other material is soon stained by a line of dirt and grease marks just at the height of the children's shoulders.

In the Engine Room.

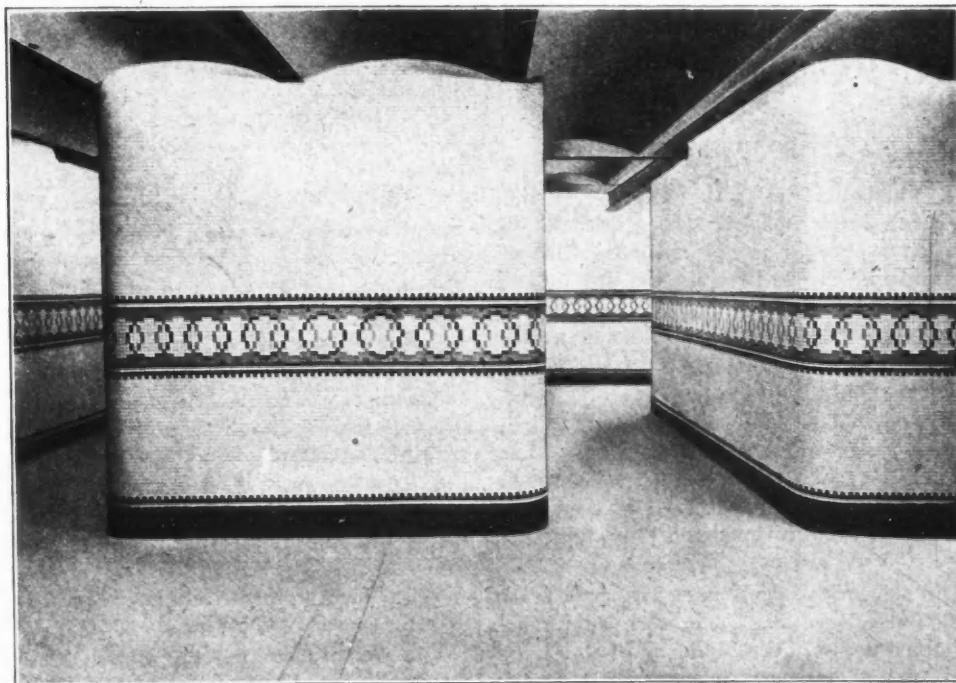
Other places in the school building which should be tiled are the engine or furnace room, the lunch rooms, the cooking class kitchen, and the physical and chemical laboratories. The absolute fireproof qualities of tiling, itself a product of the hottest of fires, is an important consideration in the engine or furnace room. Its non-porous character prevents the absorption of the grease and oil which the machinery necessarily spatters upon the floors and walls. If this is not removed, but left to decompose, it soon emits a peculiar musty odor which pervades other parts of the building. The good moral effect of a scrupulously clean engine room, not only upon those in charge, of the machinery but also upon the children who always evince great interest in this part of the building, is not without importance. There is much that is dignified and impressive about modern machinery, and it should be housed in a room made appropriate by its neat and scrupulously clean appearance.

The Lunch Room and Kitchen.

The school lunch room should have a tiled floor, because tiling will not absorb any of the grease and other organic matter that is spilled upon it each day. Much of this dirt is absorbed by the boards of the wooden floor, or finds its way into the cracks between the boards, where in decomposing it gives life to numerous micro-organisms, and consequently brings about a most unsanitary condition. Many school lunch rooms have a cement floor, but cement wears rough and is very cold and unattractive in appearance. The numerous small crevices in the cement become filled with dirt which it is difficult to remove. As far as appearance is concerned the cement floor of the lunch room, which is usually in the basement of the building, gives the children the impression that they are eating in the cellar.

The school kitchen for the classes in cooking

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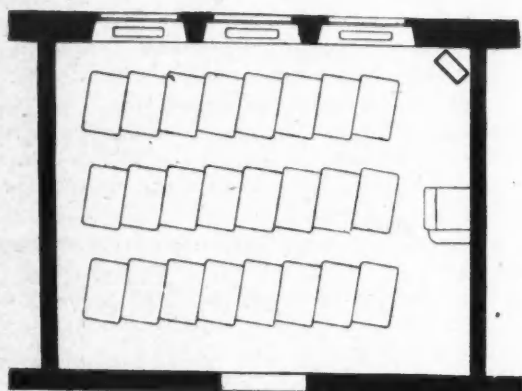


THE POSITION OF DESKS.

The thorough lighting of classrooms has been a problem which has engaged the closest attention of school hygienists and school building experts since the science of hygiene has been developed. The Germans were the first to understand the lighting of classrooms, and they still lead in this study. An interesting article on the position which the school desk should be placed relative to the windows appears in the April-June issue of "Das Schulzimmer" (Charlottenberg) from the pen of Prof. H. Chr. Nussbaum of Hannover.

Prof. Nussbaum introduces his subject by pointing out the unsatisfactory length of days in northwestern Germany during at least one-quarter of the year and holds it necessary to bring every expedient to bear for fully utilizing what daylight there is. He urges that the schoolhouse should stand free from all obstruction, that the construction of the window openings should be given careful attention, and that the furniture should be placed in the most favorable relation to the windows.

This position may be determined, he says, by turning a sheet of paper in different directions until the best effects are noticed. If the experiment is made on a table which derives its light from the left side, then the best illumination (höchste Helligkeit) will be obtained when the upper edge is about thirty degrees above the horizontal with a slight tilt towards the window. When the bed of a table is placed in this position a person who works at it derives the following advantages: the face is turned away from the light, the eye cannot be blinded, while the paper is in the very brightest light. If the seat is removed from the table—is at a plus distance—the student will unconsciously hold himself erect without using the back of the seat. This is true whether slant or vertical penmanship is used. It is only necessary to turn the paper slightly according to the style of writing.



Plan of Classroom, showing arrangement of desks to secure better light.

Prof. Nussbaum thinks that in this position the paper is brought appreciably closer to the eyes so that a myopic person will not be necessitated to bend forward, while the far-sighted person will unconsciously draw back as far as the back of the seat will permit. To bring the paper closer to the eye will more or less equalize inadequacy in the light.

If it is desired to adapt the advantages just mentioned to school work, it is necessary that the tops of the school desks be inclined as much as possible without causing the books to slide off. An angle of thirty degrees is not possible, but it may be closely approached.

It is further necessary to turn the seats from the right angle position which they hold relative to the window wall. This necessitates, to a certain extent, larger floor space. In the ac-

companying illustration is shown at what an angle seats may be placed to avoid an appreciable waste of space. The seats shown are intended for two scholars, a style which is held desirable by Mr. Nussbaum above all others. Benches for three may be placed in the same position without altering the conditions very much. The only difficulty in placing the seats in this position is the problem of keeping them from assuming the straight lines to which we are accustomed. Nussbaum urges that desks and seats be fastened permanently or that when movable seats are used, guide marks be placed on the floor. Much rests with the principal or teacher and the good will of the janitor in keeping seats in their position after each cleaning. Mr Nussbaum would use a desk with a hinge on one leg to permit the janitor to tilt it while sweeping.

It is doubtful whether an arrangement such as the one suggested could be used in American schools. Our janitors would certainly object to a placing of the school desks which would interfere with the sweeping such as this arrangement does. It would also appear that the children would also be obliged to twist unnaturally in their place in looking directly forward at the teacher. One of the greatest objections to slant penmanship has been that the children are obliged to turn to the left with possible injury to the spine and this objection applies to the scheme just mentioned. If individual, revolving chair seats are used, then Mr. Nussbaum's scheme would seem perfectly feasible.

CENTRALIZATION OF RURAL SCHOOLS.

Consolidation or centralization is the union of two or more rural, district or township schools, not necessarily all, to establish one large, complete educational center. As is evident, transportation becomes an important factor in this consideration. The pupils are conveyed to and from the school at public expense by a driver who is vested with powers of a teacher. The cost exceeds not more than \$1.25 to \$1.75 per month per pupil. Wherever the plan has been tried it has met with popular approval by about 85 to 90 per cent.

California, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont and Wisconsin are now enjoying the advantages of consolidation and transportation.

The arguments advanced for centralized rural schools are:

1. The entire system becomes more regularly organized with the advantage of the city schools.
2. Classes become larger, including many pupils not reached under the compulsory education laws.
3. Closer relationship, more varied intercourse and friendly class rivalry tend to stimulate interest. Thus classes become stronger, pupils continue residence in school, finally seeking higher education.
4. Pupils are better graded and classified, thus assuring more rapid progress.
5. School year is lengthened beyond four or five months, high school privileges are placed within easy grasp.
6. Teachers are of a higher standard professionally and demand higher salaries.
7. While the first cost of erecting a centralized school seems rather large, the subsequent expense for maintenance is much less than that for individual buildings.
8. Better school houses result. They are correctly heated, ventilated, lighted, equipped

with more sanitary improvements; apparatus is more perfect.

9. Supervision of schools can be accomplished more thoroughly.

10. Tardiness and irregular attendance reduced to a minimum.

11. No wet feet, wet clothing or colds resulting therefrom.

12. No quarreling, improper language or improper conduct to or from school.

13. Pupils are under the care of responsible persons from the time they leave home in the morning until they return at night.

14. Special studies, such as agriculture, can be pursued systematically and experimentally with most favorable results to the entire community.

15. The selection of better and abler school boards is made possible in the larger districts.

16. Nepotism is eliminated.

17. Libraries, lyceums, athletic contests, etc., remove all desire for the city.

The opponents of the plan argue against it on the ground of expense, weather disadvantages, distances, cold lunches, lack of exercise, unfit roads, and an awakened desire for city life.

Educators, generally, believe that the advantages greatly outweigh the disadvantages and give the movement almost universal favor.

Cleveland, O. The school board has reduced the fee for manual training from \$3.50 to \$2.50. Of this, \$1 is applied to drawing and \$1.50 for mechanical work. The step is in accordance with the board's policy to place the benefits of manual training within the grasp of all. The new fee will barely cover the cost of materials used. No charge is made in the manual training courses below the high school.

PUTS THE "GINGER" IN.

The Kind of Food Used by Athletes.

A former college athlete, one of the long distance runners, began to lose his power of endurance. His experience with a change in food is interesting.

"While I was in training on the track athletic team, my daily 'jogs' became a task, until after I was put on Grape-Nuts food for two meals a day. After using the Food for two weeks I felt like a new man. My digestion was perfect, nerves steady and I was full of energy.

"I trained for the mile and the half mile runs (those events which require so much endurance) and then the long daily 'jogs,' which before had been such a task, were clipped off with ease. I won both events.

"The Grape-Nuts food put me in perfect condition and gave me my 'ginger.' Not only was my physical condition made perfect, and my weight increased, but my mind was made clear and vigorous so that I could get out my studies in about half the time formerly required. Now most all of the University men use Grape-Nuts, for they have learned its value, but I think my testimony will not be amiss and may perhaps help some one to learn how the best results can be obtained."

There's a reason for the effect of Grape-Nuts food on the human body and brain. The certain elements in wheat and barley are selected with special reference to their power for rebuilding the brain and nerve centers. The product is then carefully and scientifically prepared so as to make it easy of digestion. The physical and mental results are so apparent after two or three weeks' use as to produce a profound impression. Read "The Road to Wellville," in pkgs. "There's a reason."



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WON BY WEBSTER'S SPELLER.

A. H. Porter, who has campaigned Wisconsin over and over as a bookman for a great many years, and who it is believed knows more Badger school marms than any other man between Illinois and the peninsular border line, tells the following story:

"Twenty-five years ago, when I first started in the book business," said Mr. Porter, "I went into Dane county and hunted up the president of the school board, who was an old farmer who had come here from Vermont.

"I drove down the road toward his place and overtook him driving a load of hay from the fields. He was way up atop of the load, and I hailed him in a loud voice, telling him I wanted to have a little talk with him.

"Well," said he, 'talk right ahead. You're an agent of some kind. What is it?'

"I told him I was selling school books and wanted him to look at my line.

"Nop," said he, 'you can't sell me any of these yere new fangled school books. I wouldn't give a dern fer all the new fangled rig-a-mer-jigs in the world compared to one of those old Webster spelling books.'

"Well," said I, 'the old Webster spelling book is just exactly the book I'm selling.'

"What?" said he, 'that there old book with the pictures in it? The one with the picture of the boy up in the apple tree, and the old man throwing stones at him—the picture of the girl milking the cow, an' the picture of the squirrels in the tree?'

"That's the one," I said.

"Well," said Mr. Porter, "the old farmer couldn't get down from his load of hay quick enough to see that old spelling book. He had come from Vermont thirty-five or forty years before, and hadn't seen one of the books since he left. I opened my satchel and let him look at the book, and as he glanced over the old familiar pages the tears came into his eyes.

"He insisted on my coming up to the house so that he could show the old, blue-backed book to his wife, and as I wanted dinner I consented, arranging to buy dinner from him, as was the custom of all agents when traveling through the country.

"At the house his wife was nearly as excited as he. She dropped her work of getting dinner, and together they looked through every page of the book, spelling over a few of the old familiar 'hard ones,' and laughing together as heartily as in the days gone by.

"Well, sir," continued Mr. Porter, "before I left the house that evening the old gentleman had got the school board together and bought a whole line of my books, including, you may be sure, enough of those old blue-backed Webster's spelling books to last five years or more. To this day you'll find those books in Dane county, and the old people swear by them, although today they are not the up to date speller by any means."

Not Very Flattering.

A certain bookman who travels for a New York City firm and makes his home in one of the Jersey suburbs has a bouncing baby boy of whom he is very proud. On his last trip he received a letter from his wife which shocked him rudely. The epistle closed with these words: "Baby is well. and a great deal brighter than he used to be. Hoping that you are the same, your loving wife"—

AMONG BOOKMEN.

Mr. W. K. Fowler, who has represented Dodd, Mead & Co. in Nebraska, Minnesota, Iowa and the Dakotas, has organized a stock company under the name of the Fowler Publishing Company. Mr. Fowler will push the sale of the Standard cyclopedia and other school reference books.

Mr. Dudley R. Cowles is manager of the advertising department of D. C. Heath & Co.

Mr. James A. White, who has represented the Scott, Foresman Company in Illinois and the neighboring states, took the eastern agency for the same company on Oct. 1. Mr. White will make his headquarters in New York City.

Mr. E. S. Wilkinson has been engaged to represent Scott, Foresman & Co. in Illinois. Mr. Wilkinson will travel for the Chicago office and will cover the states contiguous to Illinois.

Major Patton of the University Publishing Company took his vacation during September. He returned to New York City October 1st.

Mr. Franklin S. Hoyt has been engaged by Houghton, Mifflin & Co., Boston. Mr. Hoyt has been assistant superintendent of schools at

Indianapolis and resigned about September 1. He will perform editorial work in the educational department.

Mr. Wilson R. Andress, Michigan representative for Ginn & Co., has received the thirty-third degree in Masonry at a meeting of the Supreme council in session at Boston.

Mr. Hugh S. Weston, Illinois state agent for the Macmillan Company, has moved from Jacksonville to Peoria.

Mr. Forrest C. Bailey, who represents Allyn & Bacon in California, has his office with Cunningham, Curtiss & Welch.

Mr. R. S. Gleason is in charge of the American Book Company interests in North and South Dakota. His headquarters are at Sioux Falls, S. D.

Mr. A. B. Welles is the state agent for the Educational Publishing Company in North and South Dakota and Montana. Mr. Welles resides at Wells, N. D., of which city he is postmaster.

Mr. M. J. Tormey, who represented D. C. Heath & Co. in Wisconsin and resided at Milwaukee, is now in the North and South Dakota field.

The "Yell-Oh" Man

And One of His Ways.

To call a man a liar seems rude, so we will let the reader select his own term.

Some time ago the Manager of "Collier's Weekly" got very cross with us because we would not continue to advertise in his paper.

We have occasionally been attacked by editors who have tried to force us to advertise in their papers at their own prices, and on their own conditions, failing in which we were to be attacked through their editorial columns. The reader can fit a name to that tribe.

We had understood that the editor of "Collier's" was a wild cat of the Sinclair "jungle bungle" type, a person with curdled gray matter, but it seems strange that the owners would descend to using their editorial columns, yellow as they are, for such rank out and out falsehoods as appear in their issue of July 27th, where the editor goes out of his way to attack us, and the reason will appear tolerably clear to any reader who understands the venom behind it.

We quote in part as follows: "One widely circulated paragraph labors to induce the impression that Grape-Nuts will obviate the necessity of an operation in appendicitis. This is lying, and, potentially, deadly lying. Similarly, Postum continually makes reference to the endorsements of 'a distinguished physician' or 'a prominent health official,' persons as mythical, doubtless as they are mysterious."

We do not hesitate to reproduce these mendacious falsehoods in order that it may be made clear to the public what the facts are, and to nail the liar up so that people may have a look at him. If this poor clown knew what produced appendicitis, he might have some knowledge of why the use of Grape-Nuts would prevent it. Let it be understood that appendicitis results from long continued disturbance in the intestines, caused primarily by undigested food, and chiefly by undigested starchy food, such as white bread, potatoes, rice, partly cooked cereals, and such. These lie in the warmth and moisture of the bowels in an undigested state, and decay, generating gases, and irritating the mucous surfaces until, under such conditions, the lower part of the colon and the appendix become involved. Disease sets up, and frequently of a form known as appendicitis.

Now then, Grape-Nuts food was made by Mr. C. W. Post, after he had an attack of appendicitis, and required some food in which the starch was predigested. No such food existed; from his knowledge of dietetics he perfected the food; made it primarily for his own use, and afterwards introduced it to the public. In this food the starch is transformed by moisture and long-time cooking into a form of sugar, which is easily digested and does not decay in the intestines. It is a practical certainty that when a man has approaching symptoms of appendicitis, the attack can be avoided by discontinuing all food except Grape-Nuts, and by properly washing out the intestines. Most physicians are now acquainted with the facts, and will verify the statement.

Of course, this is all news, and should be an education to the person who writes the editorials for "Collier's," and who should take at least some training before he undertakes to write for the public.

Now as to the references to "a distinguished physician" or "a prominent health official" being "mythical persons." We are here to wager "Collier's Weekly," or any other skeptic or liar, any amount of money they care to name, and which they will cover, that we will produce proof to any Board of Investigators that we have never yet published an advertisement announcing the opinion of a prominent physician or health official on Postum or Grape-Nuts, when we did not have the actual letter in our possession. It can be easily understood that many prominent physicians dislike to have their names made public in reference to any article whatsoever; they have their own reasons, and we respect those reasons, but we never make mention of endorsements unless we have the actual endorsement, and that statement we will back with any amount of money called for.

When a journal wilfully prostitutes its columns, to try and harm a reputable manufacturer in an effort to force him to advertise, it is time the public knew the facts. The owner or editor of Collier's Weekly cannot force money from us by such methods.

POSTUM CEREAL CO., Ltd.

AN ERA OF INDUSTRIAL EDUCATION.

By William George Bruce.

(Concluded from Page 3.)

the association extended from time to time liberal financial aid to the project.

It became evident, however, after the school had been conducted for two years that its usefulness would be widened considerably if its existence could be placed upon a permanent footing. While the school was liberally sustained by private subscription, it offered possibilities which could best be realized under public auspices where the means for suitable grounds, buildings and equipment could be ensured by public taxation.

The New Law and Its Advantages.

Consequently a bill which would transfer the institution to the local school board and provide a one-half mill tax for its maintenance was prepared and introduced in the legislature, and after some modifications enacted into law. Under this law the Milwaukee School of Trades has since passed into the hands of the local school board and is now a component part of the public school system.

The law as it was finally enacted confers the privilege to every city in the state to establish and maintain trade schools. While in the cities outside of Milwaukee the establishment of trade schools is primarily subject to the popular will, the metropolis may proceed directly through its school board in securing them.

One provision of the law confers upon the president of the school board the duty to appoint an advisory board of five members, outside of the school board membership, who will be in more immediate charge of the school and its labors.

The members of this board must each be familiar with one or more of the trades to be taught. They will serve in an advisory capacity only and will make recommendations from time to time as to the adoption of a course of study, the employment of a teaching corps, the equipment and general discipline and the management of the school. The school board has the final vote in the determination of all questions.

This provision is deemed a wise one, inasmuch as it will enable the school board to enlist the co-operation of practical men who fully understand the scope and needs of a modern trade school from an industrial point of view. The school now teaches draughting, plumbing, pattern making and machinery work, and will increase the number of trades to be taught just as soon as the necessary facilities can be supplied. The average number of students in attendance since the school was opened, January 2, 1906, has been over one hundred.

The Milwaukee School of Trades is now upon a permanent footing. The school board is authorized to provide annually nearly \$100,000.00 for its maintenance. This will enable the purchase of a suitable site, the erection of a modern trade school building and the equipment of the same upon progressive lines.

TEXT BOOK ADOPTIONS.

A list of the text books to be studied in the eleven district agricultural schools of Georgia has just been issued. The course of study includes in addition to agriculture and its allied branches, English, mathematics, history, geography, spelling, manual training, cookery, needle work, government in the state and the nation and industrial drawing.

A list of the books to be used follows:

English—Reed & Kellogg's Graded Lessons (Merrill); Buehler's Modern English Grammar (Newson & Co.); Sykes' Elementary English Composition (Scribner's).

Mathematics—Smith's Practical Arithmetic (Ginn); Wells' Algebra for secondary schools (Heath); Wentworth's Plane Geometry (Ginn).

History—Field's U. S. History (American); Evans' History of Georgia (University).

Geography—Frye's Higher Geography (Ginn); Dyer's Physical Geography (American); Gannett, Garrison & Houston's Commercial Geography.

Spelling—Reed's Word Lessons (Merrill).

Physics—Avery-Sinnott's First Lessons in Physical Science; Hoadley's Brief Course in Physics.

Bookkeeping—Roberts' Farmers' Business Hand-book (Macmillan).

Agriculture and Allied Subjects—Atkinson's First Studies in Plant Life (Ginn); First Principles of Agriculture, Goff & Mayne; Voorhees' First Principles of Agriculture (Silver, Burdett); Agriculture for Beginners, Burkett, Stevens & Hill (Ginn); Hunnicutt's Agriculture; Snyder's Chemistry of Plant and Animal Life; Bailey's Botany (Macmillan); Bailey's Principles of Vegetable Gardening; Bailey's Principles of Agriculture; Bailey's Principles of Fruit Growing; Plumb's Types and Breeds of Farm Animals (Ginn); Watson's Farm Poultry (Macmillan); King's The Soil (Macmillan); King's Irrigation and Drainage (Macmillan); Voorhees' Fertilizers (Macmillan); Mayo's The Care of Animals (Macmillan); Agriculture Through the Laboratory and School Garden (Orange Judd Co.).

Miscellaneous—James & Sanford's Government in State and Nation (Scribner's); Eclectic Industrial Drawing; Ritchey's High School Manual Training Course in Woodwork (American); Williams & Fisher's Theory and Practice of Cookery; Hapgood's Needlework, Pupils' Ed. (Ginn); Goss' Bench Work in Wood (Ginn).

Carlinville, Ill. Adopted Buehler's Modern English Grammar, McPherson & Henderson's chemistry, Brown's Good Health for Boys and Girls, Conn's physiology.

Carthage, Mo. The Jasper county text-book commission has made contracts for the use of the following texts: Brooks' readers, Hunt's speller, Steps in English grammar, Overton's physiology, Rader's civil government, Milne's algebra, Barnes' history, Myers' general history, Burkett, Stevens & Hill's agriculture, Davis' physical geography, Lockwood & Emerson's composition and rhetoric.

Bloomington, Ill. Supt. H. M. Rudolph of Gibson county has announced the list of books which are to be used in the county schools: Natural geographies, Brook's readers, Milne's arithmetics, Overton's physiologies, Eggleston's United States history, Steps in English grammar, Hunt's speller, Spencer's writing books, Mather's Illinois history, Illinois and the Nation civics.

Elmira, N. Y. Adopted Pearson's first year Latin book.

Waynesville, Mo. The county board of education has adopted the following as text-books in Pulaski county for a period of five years:

Progressive readers, Hunt's speller, Steps in English, Barnes' histories (2 books), Frye's geographies, Colton's physiologies, Milne's arithmetic and algebra.

Waukegan, Ill. Supt. Simpson of Lake County has recommended for uniform use in the rural schools: Werner's arithmetic, Mother Tongue language and grammar, Tarr & McMurry's geographies, Montgomery's history, Blaisdell's physiology, Hunt's speller, Forman's civics.

Lansing, Mich. The school board has adopted James & Sanford's civics and Kelsey's Caesar. Hitchcock's Rudiments of English will be placed on trial for a year.

Bloomington, Ill. Supt. Moore has recommended the following list of books for uniform use in McLean County: Brooks' readers, Graded Literature readers, Hunt's Progressive spell-

er, Cavin's orthography, Milne's arithmetic, Steps in English Grammar, Montgomery's histories, Natural geographies, Overton's physiologies, Illinois and the Nation civics, Mather's Making of Illinois, Smith's penmanship, Hatch & Hazelwood's agriculture, Westhoff's song book.

Sterling, Ill. Eaton's readers, Young & Jackson's arithmetic, Row-Peterson's grammar, and Tarr & McMurry's geography have been introduced in the schools.

Muskegon, Mich. Guide Books to English, Quincy Word List, Stepping Stones to Literature, published by Silver, Burdett & Co., have been introduced in the schools.

A few of the recent adoptions of Silver, Burdett & Co.'s publications in the state of Michigan are: Modern music books at Saginaw, E. S., Silver-Burdett readers at Bay City, Redway's Making of the American Nation at Owosso, Stepping Stones to Literature readers 5, 6 and 7, and Intermediate Slant copy books at Fenton.

Isaac Pitman's Shorthand, and "Short Course" has been adopted by the following high schools: Paterson, N. J.; Milwaukee, Wis.; Meriden, Conn.; Torrington, Conn.; Grand Island, Neb.; Lincoln, Neb.; Charlton, Mass.; Glastonbury, Conn.

Charles E. Smith's "Practical Course in Touch Typewriting" (Isaac Pitman & Sons, New York) has been adopted by the following high schools: Paterson, N. J.; Newark, N. J.; Lincoln, Neb.; East Providence, R. I.; Plymouth, Mass.; Simmons College, Boston, Mass.

Chicago, Ill. Coulter's botany has been adopted for the high schools.

Batavia, N. Y. Kelsey's Caesar adopted to replace Allen & Greenough's.

Lincoln, Neb. B. D. Berry & Co.'s slant writing books have been adopted for the schools.

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Doctor Had Been Over the Road.

When a doctor, who has been the victim of a coffee habit, cures himself by leaving off coffee and taking Postum Food Coffee, he knows something about what he is advising in that line.

A good old doctor in Ohio, who had at one time been the victim of the coffee habit, advised a woman to leave off coffee and take on Postum.

She suffered from indigestion and a weak and irregular heart and general nervous condition. She thought that it would be difficult to stop coffee abruptly. She says: "I had considerable hesitancy about making the change, one reason being that a friend of mine tried Postum and did not like it. The doctor, however, gave explicit directions that Postum must be boiled long enough to bring out the flavor and food value.

"His suggestions were carried out and the delicious beverage fascinated me, so that I hastened to inform my friend who had rejected Postum. She is now using it regularly, after she found that it would be made to taste good.

"I observed, a short time after starting Postum, a decided change in my nervous system. I could sleep soundly, and my brain was more active. My complexion became clear and rosy, whereas it had been muddy and spotted before; in fact, all of the abnormal symptoms disappeared and I am now feeling perfectly well.

"Another friend was troubled in much the same manner as I, and she has recovered from her heart and stomach trouble by leaving off coffee and using Postum Food Coffee.

"I know of several others who have had much the same experience. It is only necessary that Postum be well boiled and it wins its own way." "There's a Reason." Read "The Road to Wellville," in pkgs.

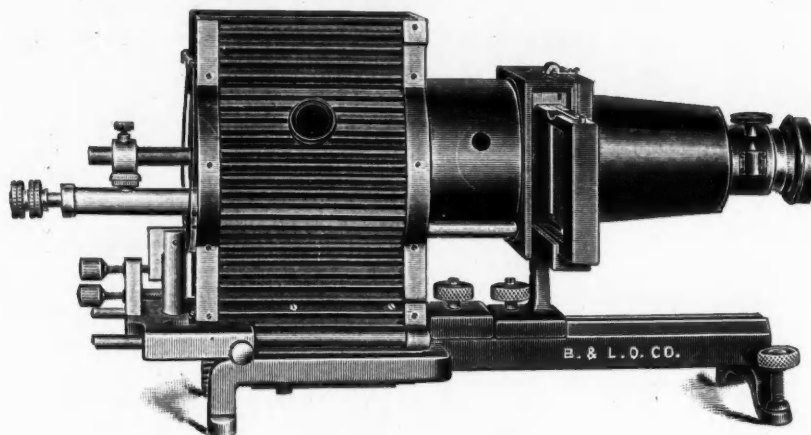
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TILING AS A HELP TO HYGIENE IN SCHOOL ARCHITECTURE.

By Charles James Fox.

(Concluded from Page 14)

should of course be fitted out with the best modern appliances. In the most advanced domestic architecture the tiled kitchen is now regarded as even more of a sanitary necessity than the tiled bathroom. It is readily seen that micro-organisms, which are bred in the decomposing animal and vegetable matter that has been absorbed by the wooden or other porous and organic floors, can be far more injurious to human life in the kitchen than in

the bathroom. As the kitchen of the cooking class serves as a kind of model to the pupils it should be tiled, just as are the kitchens of our first residences.

In Chemical and Physical Laboratories.

As the clay tiled floor cannot be stained or injured by the numerous strong acids which are so destructive to wood, marble, cement and other materials, it makes the best floor covering for chemical laboratories. Its fireproof and non-absorbent properties make it most suitable also for the floors and walls of physical laboratories.

Its utility, durability, economy; its sanitary properties and fireproof qualities; and its deco-

orative possibilities, all recommend the burned clay tile as the most appropriate covering for the floors and wainscoting of many parts of the modern school building.

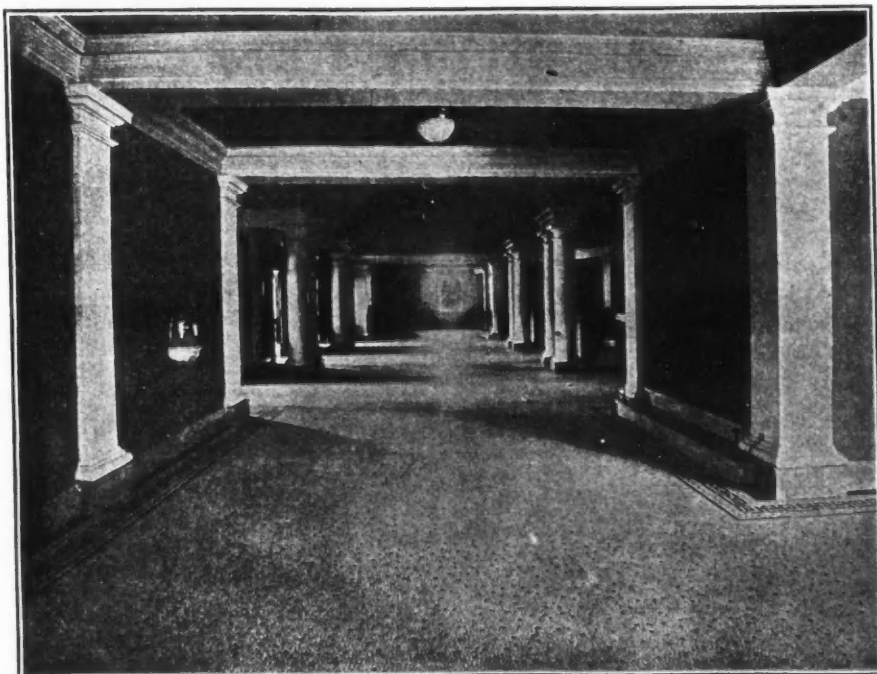
TEACHERS' PENSIONS.

Chicago, Ill. The teachers and school employes' pension fund will not be benefited by \$30,000 annual interest on Chicago's public school fund until the courts pass on the legality of such disposition of increment on tax money.

At the last session of the legislature a statute was passed giving the pension fund all interest earned by the school fund. This interest has started to accumulate and Corporation Counsel Brundage has recently given an opinion that the new statute is unconstitutional and that no money shall be paid to the pension fund until it is tested by the court. Mr. Brundage based his opinion on the theory that taxes are collected for corporate purposes; that interest on them is legally a part of the tax fund; that a pensioning of teachers and employes is not a corporate activity, and that therefore the interest cannot be separated from the remainder of the fund and devoted to that purpose. The interest will be held in a special fund until the constitutionality of the pension law has been fully tested.

Peoria, Ill. The appellate court has decided that the school board is the supreme authority to determine the amount of school tax to be levied.

The city council endeavored last year to reduce the board's levy according to its own idea, whereupon the suit was instituted. The courts have decided that the council has no discretion but must levy and collect the amount determined by the school controllers.



TILING IN A SCHOOL CORRIDOR.

BOOK REVIEWS.

(Concluded from Page 14.)

of every president from Washington to Roosevelt appears on these pages. The cuts showing colonial and revolutionary industries contrast strikingly with those showing mining processes in the west and the use of machinery in the corn belt. The cut of the battle between the Guerriere and the Constitution and that of the Oregon chasing the Cristobal Colon during the battle of Santiago show an equal change in our navy. Summaries and lists of references to books that may probably be found in home or school libraries are found in connection with each chapter. In a list of dates important ones are printed in bold-faced type. Some capital hints have been offered regarding the teaching of dates. The index is sufficiently minute. A clear style not only lends interest, but will help to grasp and hold the main points of the subject matter.

A text book in United States history may fill a large place. It is of vital importance that our large foreign element should not only know the facts about our own past history, but should also appreciate the ideas that have molded its development.

Essential Studies in English.

Book I, language. Book II, grammar and composition. Carolyn M. Robbins, training teacher, State Normal school, Mankato, Minn., and Robert Keable Row, Row, Peterson & Co., Chicago.

In 1900 Mr. Row was asked to review the manuscript of a two-book series of language and grammar prepared by Miss Robbins. The result was his uniting with her in rewriting the books. Both authors entered upon the collaboration with the clear conviction, born of experience, that there were no satisfactory textbooks in English for elementary schools, and because they found they had, quite independently, arrived at a common point of view regarding the problem and its solution.

They claim that in most language books neither material nor methods interest children; that there is little or no appeal to experiences of child life, and that the exercises deal mainly with the mechanics of composition, not with language as a means of expressing thought and feeling. In "Language" the authors claim that the actual experience of normal child-life is made the basis of the work, and the chief aim being to promote spontaneity and freedom in the use of language, and that the mechanical elements of written composition are taught through use and made subordinate to the use of language.

The compilers of "Grammar and Composition" say that there are two common and far-reaching errors in ordinary texts: first, the introduction of grammar too early in the course, and the attempt to teach too much, especially to work out fine distinctions and elaborate classifications. An endeavor has been made to avoid these faults.

Shelley—Selected Poems.

Edited, with introduction and notes, by George H. Clarke. Riverside Literature Series. 266 pages, cloth. Houghton, Mifflin & Co.

While critics vary greatly in their estimates of Shelley's strange personality, all are agreed in praising the musical language of his lyrics, the creative imagination of his allegories and the easy flow of his familiar verse. The selections in the present volume consist of the better known poems, including Prometheus Unbound, Adonais, The Cloud, To a Skylark, etc. Mr. Clarke's introduction combines a sympathetic biography and an appreciative critique. The notes are enhanced in value by frequent quotations from the original notes of Mrs. Shelley and other commentators. The book will add materially to the ever increasing scope and value of the Riverside Literature Series.

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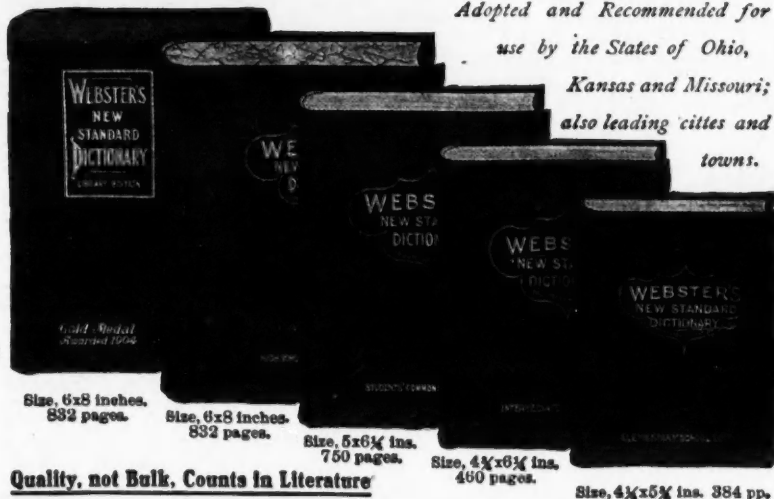
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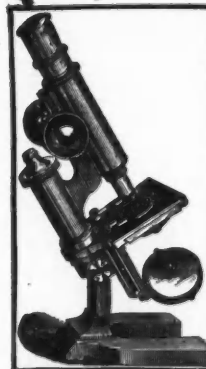
By J. MacDonald Oxley, author of "The Boy Tramps," "The Romance of Commerce." 286 pages. Price, 75 cents. Thomas Y. Crowell & Co., New York.

In these days when we hear so much about nature fakirs and nature faking stories, it is refreshing to read a real outdoor story—one that deals with the hunting of the caribou and buffalo and wolf—and feel that we can rely upon what is written. The story relates the journeys and hardships of Lieutenant John Franklin of the royal navy, who has been sent out by the English government with instructions to proceed to the northern coast of the continent, and to explore it from the mouth of the Coppermine river, eastward as far as might be practicable, and wrest from the pitiless, icy north its jealously guarded secret of the Northwest passage.

Denis Latour, half French, half Indian, is the boy hero of the story, and certainly he has enough adventure to satisfy any boy who loves a gun and a dog. Difficulties of travel, dangers arising from rival fur companies and from hostile Indians, as well as from attacks of wild animals afford many a "thriller." Nevertheless, the pages are clean and entertaining, and can be recommended.

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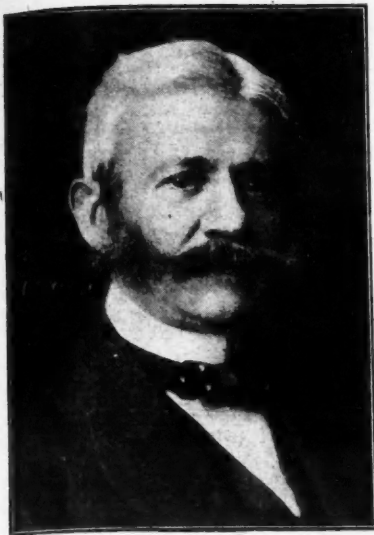
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The Making of a Teacher.

A contribution to some phases of the problem of religious education. By Martin G. Brumbaugh, Ph. D., LL. D., professor of pedagogy in the University of Pennsylvania. 351 pages. Price, \$1.00, net. The Sunday School Times Company, Philadelphia, Pa.

We are much impressed with the sane and healthy veins enumerated in the book before us. It is a book that is safe, sound and practical, and unflinchingly Christian. It speaks well for those interested in educational problems that this book is now in its fourth edition. We think the following splendidly said:

"Teaching is always prophetic. It aims to describe the needs of the future, and to equip the children of the present for the mature life that is to be (and for the life beyond). Teaching must always proceed on the assumption that its test is to be found not in the immediate product which it sends out from the classroom, but in the under circles of influence which it will exert on the days and activities that are to be. A wise teacher concerns himself primarily with the lack of equipping human souls for life's service. It lays the emphasis of its concern not upon the scraps of knowledge which it gives from day to day, but upon the fiber of character it builds for all the years to come."

The book contains twenty-eight chapters and each chapter is supplemented by a set of questions and suggestions which are invaluable aids to the earnest teacher. Primarily intended for Sunday school teachers, the book may be profitably studied by all who have the training of youth, in whatever capacity. Dr. Brumbaugh has this to say at the end of his very clever book:

"So you will see if you have followed the discussion that it terminates in one thing.

There was first the discipline of the intellect in theoretical training; then discipline of the will for practical service, and finally the discipline of the soul to absolute standards of life, and then the application of all this to service—for we have not reached, to any appreciable degree, the end of all high training until we have learned that we live best when we live least for ourselves and most for others. That man is richest in soul who has given most to enrich other souls; that man is a beggar in spirit who has never done kindly ministrations to his fellowmen. * * * * It is the service we render, the kindly spirit, the thoughtful concern for the welfare of another, the giving of the cup of water in His name, that makes the life rich and the soul strong."

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37 The Jones Readers or the Cyr Readers 37

were adopted in thirty-seven counties. The remaining 77 counties were divided among 13 other series of readers.

52 The Frye Geographies 52

were adopted in fifty-two counties. The remaining 62 counties were divided among 6 other series of geographies.

26 The Smith Arithmetics 26

were adopted in twenty-six counties. A large number of the remaining counties made no change. The changes that were made to one of the modern series of arithmetics were divided among 5 other series.

Other Increased Holdings

31 counties adopted Ginn & Company's Writing, 22 counties adopted Montgomery's History, 60 counties adopted Burkett, Stevens, and Hill's Agriculture, 11 counties adopted Ginn & Company's language series, 22 counties adopted Blaisdell's Physiologies.

Outlines of a course of study in all these subjects will be found in our Missouri Manual of Information. Copies will be sent free on request.

GINN & COMPANY, Publishers

378-388 Wabash Avenue, Chicago, Illinois

This was years ago, and the book published then was a mere suggestion of what the latest book is. The edition just off the press contains 137 pages and is brimful of valuable information to anyone interested in the various branches of manual training. The book not only describes and gives complete prices for benches and vises, but, also, for all such tools as lathes, saws, planes, etc. And, it does not stop here, but gives in detail, with splendid illustrations, descriptions of tools and materials used in domestic science, leather work, beaten metal work, weaving, etc. No charge is made for the book. It will be sent with the compliments of the publishers, Orr & Lockett Company, Chicago, to anyone who will simply ask for "Red Book 410." A 2 cent stamp cannot be better invested.

The Reading teachers' institute was held September 2 to 6 under the general direction of Supt. Charles S. Foos. Charles H. Keyes, Charles B. Gilbert, and Charles C. Miller were the instructors.

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the merits of the Webster-Cooley group of English texts. These books provide for a course suited to the special requirements of your schools by offering you a choice from four grade courses in Language, Grammar, and Composition, and two high school courses in Composition, Literature, and Rhetoric.

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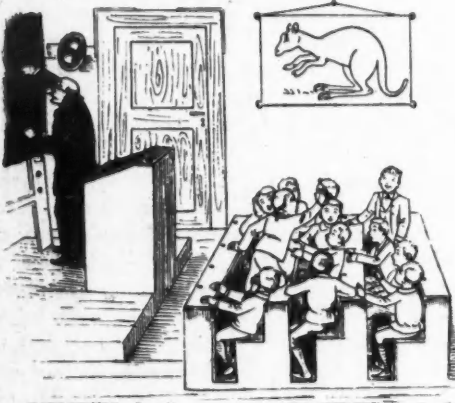
He Was Handicapped.

Two small boys in a Philadelphia school got into a scrap and the teacher told them to remain after the usual hour of dismissal and write their names 1,000 times. Later, one of the boys announced that his task was done, but, to the surprise of the teacher, the other lad had written his name only about 300 times.

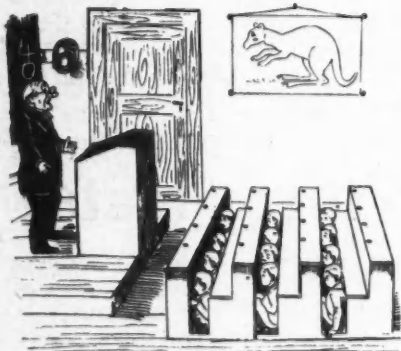
"Why is it that Willie has finished so much sooner than you, Johnny?" asked the teacher. "What makes you so slow?"

"You forget, Miss Mary," responded Johnny, "that Willie's name is Bush and that mine is Schwartzenheimer."

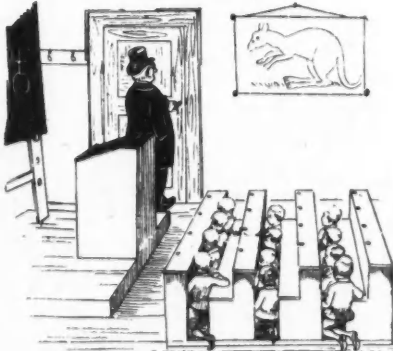
German School Humor.



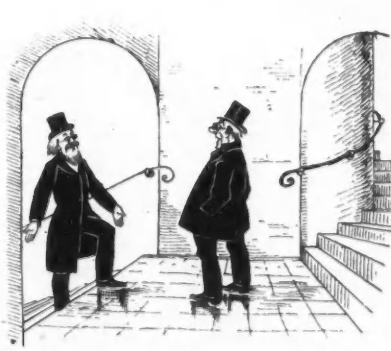
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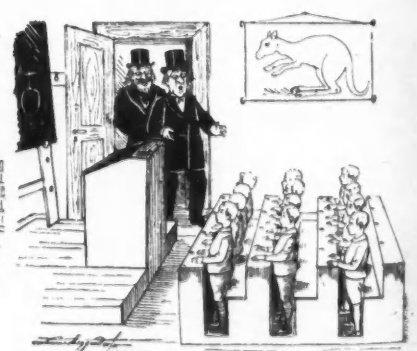
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Professor: „Und jetzt sagen Sie mir, welche Schutzmittel Sie gegen Bakterien im Trinkwasser anwenden?“ Kandidat: „Nun, zuerst koche ich und dann filtriere ich das Wasser und dann, dann . . .“ Professor: „Nun was dann?“ Kandidat: „Ja, dann trinke ich Bier.“

Teacher Knew Enough.

Dr. Martin G. Brumbaugh, superintendent of Philadelphia's public schools, who has a habit of interspersing his many lectures and public addresses with incidents of his trips about the country, tells of the following dialogue which took place between himself and a little schoolboy in St. Louis some time ago. Dr. Brumbaugh was on his way from the hotel to a hall in which he was to deliver an address before a teachers' institute. The little fellow in question had been following at the heels of the educator for a couple of blocks, when the latter turned, and putting his hand on the lad's head, asked him if he went to school. After replying in the affirmative, the boy asked: "Are you going to talk to them teachers?" "Yes," said Dr. Brumbaugh, "I guess I am." "Well," replied the boy, "I wish you wouldn't tell them too much, for my teacher's going to be there, and she knows enough already."

"Professor," said a senior, trying to be pathetic at parting, "I am indebted to you for all I know."

"Pray don't mention such a trifle," was the reply.

Geometric Definitions.

A speech may be delivered at any length, on any subject, at any distance from that subject. A half-sheet of note paper has position and magnitude, but no weight.

A legal joke is that which possesses length and breadth, but is without point.

A snob is a superficial figure consisting of nothing but side.

A sermon is the longest distance between two points, the point at which it begins and the point at which it leaves off.—*Punch*.

Teacher—What is the meaning of "aperture?"

Class (in chorus)—An opening.

Teacher—Tommy Smith, give a sentence containing the word "aperture."

Tommy—All the big stores have had their fall apertures.



JUST two strips of cedar holding the lead between them, that is all apparently to a lead pencil, but before those cedar strips can be used they must be sorted, steamed, boiled and dried; then planed, grooved and shaped. The materials out of which the leads are made must be strained, ground and pressed, then reground, moulded and kiln dried. After the leads are put in the cedar strips they receive on an average, seven coats of varnish and then have to be stamped, tied, labeled and boxed. Every one of these steps has to be most carefully taken to maintain the high standard taken and maintained by the Dixon Company. The story of these steps is all told in a **PENCIL GEOGRAPHY**. Shall we mail you one?

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The Professor's Discoveries.

William T. Stead is fond of telling this story about a tutor by whom he was examined while at college:

"This tutor," says Mr. Stead, "prided himself on his detective skill, and seeing a student consulting his watch repeatedly, he called out to him with a wise smile:

"Mr. Smith, I will have a look at that watch of yours, if you please."

"Smith seemed worried. He advanced and handed forth his watch. The tutor opened it and saw pasted across the dial a tiny slip of paper bearing the word, 'Fooled.'"

"Of course, then, Smith was allowed to resume his work. But the tutor kept his eye on him. And certainly the young man kept looking at his watch with suspicious frequency.

"Mr. Smith?"

"The voice was loud and peremptory. Smith thrust his watch back in his pocket and started guiltily.

"Mr. Smith, I'll just have another look at that watch, please."

"But this time the tutor did not go for the face. He opened the back of the watch instead. And there, sure enough, he found a small folded paper. Examining it eagerly, he read:

"'Fooled again.'"

That Boston Boy Again.

A well known Boston writer, says Harper's Weekly, tells with glee of a neat sally on the part of his nine-year-old son, who is a pupil in a private school at the Hub.

Apropos of something or other, the teacher had quoted the line, "In the bright lexicon of youth there's no such word as fail."

At this point the lad mentioned arose and politely made known his desire to offer an observation with reference to the maxim.

"It occurs to me, sir," said he, "that if such be the case, it might be advisable to bring the omission to the attention of the publishers of that lexicon."

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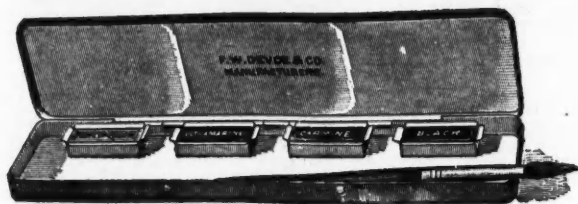
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(Other Offices in Other Cities.)



The work of the Boston evening schools in the direction of making adult immigrants better citizens is to be strengthened by the introduction of a "civics" text book. The book is to contain all the information that new Americans need particularly—chapters about our threefold government, naturalization laws, elections, primaries, suffrage and corrupt practice acts. There will also be chapters dealing with the Boston libraries, museums, churches, etc., and impressing the desirability of cleanliness, obedience to sanitary and other laws.

Reading, Pa. The term of the evening schools opened September 30, with a large attendance.

To bring the evening classes to the attention of young people, circulars are posted in factories and workshops.

In his annual report of the Utica schools, Supt. Martin G. Benedict points a defect of the New York compulsory attendance law for evening schools. Mr. Benedict writes:

"This law is intended to benefit boys between the ages of 14 and 16 years who have left school before completing the elementary course of study. In my judgment it would be far more beneficial to add one year to the com-

pulsory day school law. This would place the limit of day school attendance at 15 years instead of 14 years. Compulsory evening attendance should not then be required. To require boys who have been at work all day to attend evening schools against their will and inclination has but little educational value, while a year longer in a day school would be of genuine service. Evening schools could then be held for those adults who wish to learn the English language and who wish to acquire the fundamentals of an education. In a city as large as Utica there are many deserving persons of this class. In such a school there would be regular and eager attendants from a class who now show a marked disinclination to be classed with boys who are in school simply because they are compelled to attend."

Albany, N. Y. The evening school sessions will be held, as in past years, on the first four nights of the week.

New Albany, Ind. A night school has been opened with the fall term of the day schools. In the enforcement of the compulsory education law the authorities came into contact with a large number of cases in which a hardship was worked on the family in compelling the children to attend school, and the school board opened a night school for the accommodation of such cases and also for persons over the age of 14 years who desire to take advantage of the opportunity to get a better education.

An Educational Catalogue.

While the educational department of the Century Company has been in existence only four years the texts and supplementary books which have been issued represent more than fifty titles and have won a well merited place.

The aim has been to publish only books which satisfactorily meet a real need and to

produce them as nearly mechanically perfect as possible. The firm has now issued its first catalogue of educational books, a neat brochure, handsomely illustrated and printed on fine coated paper. Copy will be cheerfully sent to any school man who will ask for it.

Milwaukee, Wis. A clerk has been appointed for each of the high school principals to assist in office and clerical work. In the past a regular instructor was assigned by the principal to perform this work, being relieved from classroom duty. The economy of the new plan will be apparent when it is stated that a high school instructor receives not less than \$75 per month, while the new clerks will be paid \$45—an amount fully commensurate.

The board of education of Madison, Wis., has placed its order for the best grade of slate blackboard obtainable through M. H. E. Beckley, Chicago, who makes a specialty of blackboard work.

Niagara Falls, N. Y. Contract for stationary desks awarded to Randolph McNutt at \$3.15; for adjustable desks at \$3.60.

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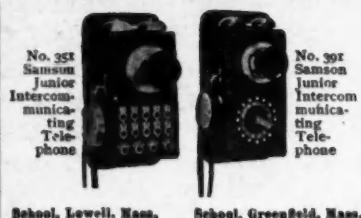
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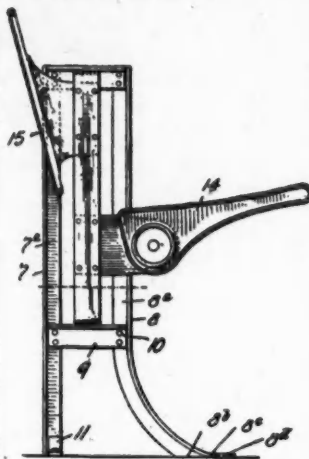
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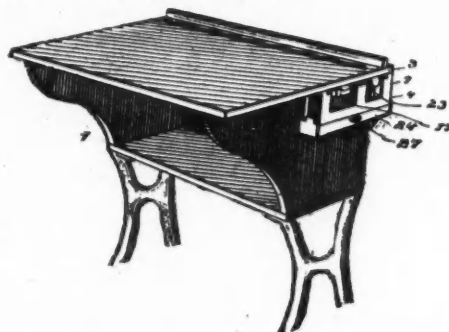
RECENT PATENTS.

Furniture Standard.
Robert W. Irwin, Grand
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In combination, a pair of standards having upper and lower horizontal flanges, vertical bars having horizontally turned ends, said horizontally turned ends being designed to abut against and be pivotally connected to said horizontal flanges, one of said parts having a plurality of holes, a pivoted pin at each end of said vertical bar passing through one of said plurality of holes and forming an adjustable pivot connection between each horizontal flange and the horizontally turned end of the vertical bar, and seat and back supporting arms riveted to said vertical bar.

Desk Attachment. Adelaide S. Baylor and Mary R. Laver, Wabash, Ind.



In a device of the character described, the combination of a body portion designed to accommodate a paint box, rulers or the like, a drawer or receptacle associated with said body portion for accommodating pencils, pens and the like, a receptacle above said body portion for accommodating water, sponges or the like, and an inkwell above said body portion, the whole arranged whereby said drawer, receptacle and inkwell can be drawn outwardly for use.

The New York Silicate Book Slate Company has just issued the fortieth edition of its catalogue of silicate wall slates, miscellaneous blackboards and accessories. A valuable feature of the little booklet are sets of directions for using silicate blackboards and silicate slates, how to clean and care for

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them. Copy of the catalogue will be cheerfully sent upon application.

RECENT INVASION.

Laird & Lee's famous series of Webster's New Standard dictionaries has just been officially adopted by the board of education of Trenton, N. J., for use in all public schools. This adoption demonstrates that the educational value of these dictionaries is appreciated in the East as well as in the great West. The publishers feel that they have nearly reached the goal of their ambition.

MERIT RECOGNIZED.

The unusual activity in manual training matters is taxing the capacity of the factory of W. C. Toles & Co., located at Irving Park, Ill. This company has recently shipped goods to nearly every section of the United States as well as abroad, as is well illustrated by the following recent shipments: Aug. 9, 400 vises to Stuyvesant Manual Training High School, New York City. This is the largest school in this country devoted entirely to manual training; 120 benches fitted with No. 60 vises, to Berkeley, Cal.; 100 benches fitted with No. 60 vises, to City of Mexico; this order was sent in Spanish by the republic of Mexico and was signed by President Diaz.

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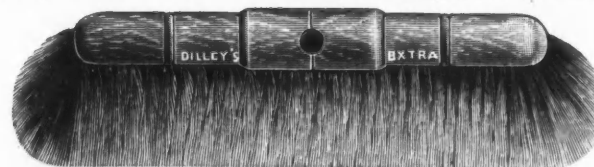
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KANSAS SUPERINTENDENTS ORGANIZE.

The county superintendents of the state of Kansas have formed a permanent organization for the purpose of meeting semi-annually and discussing questions of mutual interest. The association was suggested by State Supt. E. T. Fairchild, who called the first meeting, at Topeka, last month.

Mr. Fairchild opened the initial session with a general discussion of the leading school problems confronting the superintendents. He touched upon the necessity for co-operation, and discussed rural school consolidation, county graduation, and the Barnes high school law.

After Mr. Fairchild's paper the common school course of study was discussed at length. This course is semi-officially in use in all the county schools of the state. It was pointed out that the prescribed course offers many difficulties for the teacher of a one-room country school where an effort is made to do the full amount of work with the usual number of grades.

In such cases the consensus of opinion was that classes should be combined for recitations and that it might be advisable to alternate different subjects on different days, holding recitations in some studies only two and three times each week instead of daily.

The ideal remedy suggested, which was pointed out by Supt. Weltner of Kinsley, in his introduction to the discussion of the course of study, was the combining of country school districts and one-room schools into larger schools of three, four or five rooms. With three or four teachers, each with a smaller number of classes and recitations, and a competent principal in charge of such schools, it was argued that better and more thorough work could be done and more attention given individual pupils.

Another need of the country schools that was pointed out, is longer school years—eight and nine months, instead of five, six or seven, as at present is the case in some school districts. The combination of school districts, it was stated, would also make this possible.

Methods of encouraging the pupils to complete the work of the common schools came in for a part of the day's discussion. Otis N. Berry of Marysville spoke on the needs and defects of county graduation.

One of the important papers was read by C. C. Starr, concerning the Barnes law. This statute, recently passed by the legislature, permits counties not able to maintain a high school of their own to levy a tax for the purpose of paying the tuition of graduates from the county schools in a high school in some second or third class city of the county. Mr. Starr suggested that, as the farmers pay a large part of the expenses of these schools, an effort should be made to have the schools adopt courses in manual training and elementary agriculture.

School visitation by the county superintendents also occupied a considerable part of the afternoon's program. Supt. C. O. Bowman of Douglas County made an instructive talk about this. Miss Rose Allen of Fort Scott and C. I. Vinsonhaler of Troy also took leading parts in this discussion.

The evening session was largely devoted to discussions of the advisability of teaching elementary agriculture in the common and high schools. Prof. J. H. Miller, field secretary for the State Agriculture College, was present and took part in the discussion of this subject. Teachers' and pupils' reading circles were also discussed last night.

At the second day's session school consolidation was the chief topic. A permanent organization was affected and the following officers elected:

President, E. T. Fairchild, state superintendent; vice-president, C. C. Starr, assistant state superintendent; secretary, Mrs. Maud E. Funston, Iola; treasurer, James A. Ray, Marion.

Resolutions were adopted favoring uniformity in promotions from graded to high schools and in common school examinations.

TEACHERS' SALARIES.

Wichita, Kas. The school board has granted teachers and principals of grade schools a substantial increase in salary. The teachers' committee of the board found upon investigation that of fifty-eight cities ranging in population from 30,000 to 50,000 the average annual pay of teachers is \$100 in excess of the Topeka scale.

In its report the committee said: "We observe that teachers work for nine months to secure a living for twelve, and the sum paid is not sufficient to meet this demand unless they seek some other means of gaining a livelihood during the vacation period. Such employment is sure to be at the expense of school work. It inevitably divides the

interest of the teacher in the work of the schools, or the teacher is called away from the work entirely and a new teacher with each new year or oftener is the result. It is much to be preferred that teachers be able to spend a part, at least, of their vacation time in attendance upon some summer school to get renewed strength and inspiration."

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The First International Speed Contest, Baltimore, April 14, 1906, was open to the world for writers of less than ten years' experience. The adjoining diagram represents the results—the ISAAC PITMAN SYSTEM in the lead, the winner, attained a net speed of 150 per minute.

Second International Contest

At the Second International Speed Contest, Boston, March 30, 1907, the Supremacy of the Isaac Pitman System was again demonstrated by the winning of both the Eagan International Cup and Miner Gold Medal by writers of the Isaac Pitman Shorthand. The winner of the Cup attained a gross speed of 225 words per minute.

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"We are getting excellent results with Isaac Pitman's 'Course in Shorthand,' and we expect to save almost a term by the use of it. All of our shorthand teachers praise it highly."—Edwin A. Bolger, Teacher of Isaac Pitman's Shorthand, Commercial High School, Brooklyn, N. Y.

"I am delighted with your 'Course' and believe it will revolutionize the teaching of shorthand. It appeals to me as one of the most teachable books it has ever been my pleasure to examine. I don't find a superfluous thing in it."—P. B. S. Peters, Teacher of Isaac Pitman Shorthand, Manual Training High School, Kansas City, Mo.

"I know of no subject taught in the high schools that is capable of giving more cultural and practical benefit to the students, than shorthand, if it is properly taught. I have examined your 'Course in Shorthand' very carefully, and am pleased to state that I consider that the simple grading—with sentences and position-writing from the first lesson, the logical arrangement and the pedagogical presentation combine to make it the most perfect American shorthand text-book ever published. It should do much to increase the popularity and efficiency of this subject in the high schools as well as in the business schools."—Woodford D. Anderson, Ph. D., Washington Irving High School, New York City.

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ALABAMA.

East Lake—Addition will be erected; \$5,000. Troy—Addition will be built. Polytechnic Institute; \$28,000. Huntsville—\$7,685 appropriated for school. Livingston—\$20,000 school will be erected. Athens—Westmoreland Hall school will be erected. Watoola—School will be erected. Jacksonville—Arch. C. W. Carlton, Anniston, has plans for 2-story normal college. North Birmingham—School will be built; \$30,000. Ohatchie—High school will be erected.

ARIZONA.

Phoenix—Jordan school will be erected.

ARKANSAS.

Charleston—School will be erected. Arkadelphia—School will be erected; \$50,000. Conway—School will be erected. Monticello—\$30,000 school will be erected. Osceola—School will be erected.

CALIFORNIA.

San Diego—16-room school will be built. San Jose—Parochial grammar and high school will be opened. Los Angeles—School will be erected; \$75,000. 18-room school \$90,000. Addition to school; \$60,000. Oakland—3-story school will be built.

COLORADO.

Hesperus—School will be erected. Fort Lewis—School will be erected.

CONNECTICUT.

Hartford—Arch. W. D. Johnson has plans for 32-room addition to Arsenal school. North Grosvenor—Archts. McLean & Wright, Boston, Mass., have plans for memorial high school. Willimantic—Contract was awarded for buildings, Connecticut Agricultural college.

DIST. OF COLUMBIA.

Washington—4-room addition will be built. School will be erected.

FLORIDA.

Jacksonville—Primary school will be erected.

GEORGIA.

Thomasville—Addition will be built.

ILLINOIS.

Normal—State Archt. W. C. Zimmerman, Chicago, has plans for building, State Normal University; \$100,000. Centerville Station—Arch. A. B. Frankel, East St. Louis, has plans for 2-story school; \$10,000. Waukegan—\$10,000 parochial school will be built. Highland Park—Arch. J. J. Flanders, Chicago, is preparing plans for 5-room school; \$10,000. Pana—Township high school will be erected. Chicago—3-story parochial school will be erected; \$60,000. Kilbourn—Township high school will be erected. West Kankakee—School will be erected. St. Joseph—School will be erected. St. Libory—Archts. Wessbecher & Hillebrand, St. Louis, have plans for school; \$12,000. Heyworth—Addition will be built.

INDIANA.

Indianapolis—Arch. D. A. Bohlen & Son have plans for parochial school; \$250,000. Archts. Foltz & Parker have plans for addition, Tudor Hall School for Girls. Decatur—School will be erected, Dist. No. 6. Coal Bluff—School will be erected. Beech Grove—4-room school will be erected. Claypool—Addition will be built for high school. Princeton—Sherman school will be built. Judyville—School will be erected. Rockville—School will be erected. Sylvania—School will be erected; \$8,000. Syracuse—Archts. Griffith & Fair, Ft. Wayne, have plans for school. Indianapolis—School will be built; \$6,000. Martinsville—Two schools will be erected.

INDIAN TERRITORY.

Halleyville—8-room school will be erected.

IOWA.

McClelland—School will be erected. Norway—\$11,000 high school will be built. Williamsburg—2-story high school will be erected; \$15,000. Parochial school will be built. Iowa City—Addition will be built, State University of Iowa. Shueyville—School will be erected. Danbury—Arch. W. Steele, Sioux City, has plans for parochial school; \$15,000. Modale—Archts. Eisentraut, Colby & Pottinger, Sioux City, have plans for 3-story school; \$12,000.

KANSAS.

Kansas City—Addition will be built, Armstrong school. Neosho Falls—School will be erected. Concrete—School will be erected. Halls Summit—4-room school will be erected.

KENTUCKY.

Claysburg—School will be erected for colored children.

LOUISIANA.

New Orleans—School will be erected, St. Mary St. \$50,000 school will be erected. Dryade and Foucher Sts. Bunkie—Addition will be built for high school. Marksville—Ten rural schools will be erected; also addition for Evergreen school. Greenwood—Arch. R. P. Morrison, Hot Springs, Ark., has plans for 2-story school; \$5,000. Plaquemine—2-story school will be erected. Hornbeck—2-story school will be built. Magnolia—School will be built.

MAINE.

Portland—Arch. F. A. Thompson has plans for 2-story building, Industrial School for Blind; \$40,000. School will be erected; \$60,000.

MARYLAND.

Baltimore—Laboratory building will be added to Baltimore Medical School.

MASSACHUSETTS.

Swansea—School will be erected; \$20,000. Lawrence—Parochial school will be erected. Pittsfield—Archts. Robbins & Gamwell have plans for school. Archts. Harding & Seaver have plans for Fenn street school. Sutton—Archts. Cutting & Cutting, Worcester, have plans for 4-room school. Amesbury—Archts. Cooper & Bailey let contract for school; \$25,000.

MICHIGAN.

Agricultural College—Agricultural building will be erected for Michigan Agricultural College. Saginaw, E. S.—Sketches have been submitted for Salina school. Rose City—School will be built. Hillsdale—Arch. W. A. Otis, Chicago, Ill., has plans for 4th ward school. Ishpeming—High school will be erected. Wyman—School will be erected. Republic—Archts. Charlton & Kuenzli, Milwaukee, Wis., have plans for high and grade school; \$44,000. Osceola—Arch. F. W. Hessemuer, Calumet, has plans for 2-story school. Saginaw—Arch. C. L. Cowles has plans for school; \$25,000. Calumet—School will be erected; \$25,000. Houghton—Parochial school will be built; \$25,000.

MINNESOTA.

Elizabeth—\$5,500 school will be built. Hallock—2-story school will be erected. St. Paul—\$645,000, bonds, voted for four schools. Duluth—Plans have been made for Franklin school; \$6,000. Moorhead—Arch. C. H. Johnson, St. Paul, has plans for Minnesota State Normal School. Eveleth—Archts. Bray & Nystrom, Duluth, have plans for 2-story school; \$30,000. Virginia—Archts. W. R. Parsons & Son Co., Duluth, have plans for 2-story addition; \$6,000. Arch. H. P. Beebe has plans for school; \$13,000.

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NORTH CAROLINA.

Troutman—High school will be erected. Harmony—High school will be erected. Greensboro—Stonewall Jackson school will be erected. Springfield—6-room school will be erected.

NORTH DAKOTA.

Overly—School will be erected. Esmond—Two schools will be built. Belfield—Bids will be received for 2-story school. Rolette—School will be erected. Bowbells—Arch. F. D. Orff, Minneapolis, Minn., is preparing plans for 8-room school; \$15,000. Mercer—Three schools will be erected in Dist. No. 28. Crary—2-story school will be erected. Inkster—School will be erected; \$15,000. Dogden—School will be erected. Williston—Two schools will be erected. Mandan—School will be erected. Fargo—School will be erected. Lansford—Three schools will be built. Tioga—4-room school will be erected.

OHIO.

Sunbury—School will be erected. Northfield—School will be built. Cincinnati—Arch. Martin Fisher has plans for 1-story school. Arch. Anthony Kunz is preparing plans for parochial school. Sylvania—Plans have been approved for \$35,000 school. Cincinnati—10-room addition will be built, 18th Dist. Cleveland—Arch. Henry A. Walsh has plans for parochial school; \$50,000. Hamilton—Arch. Geo. Barkman has plans for school. Toledo—3-story high school will be built. Cincinnati—High school will be erected. Cleveland—Arch. F. S. Barnum has plans for school; \$225,000. Northfield Center—School will be erected, Sub-Dist. No. 1. Cleveland—12-room school will be erected. Madisonville—Archts. Baughsmith & Drainie, Cincinnati, have plans for 24-room school; \$125,000.

OKLAHOMA.

Lawton—8-room school will be erected. Baptist University will be built; \$200,000.

PENNSYLVANIA.

Philadelphia—Arch. J. H. Cook has plans for 3-story school. Archts. Seymour & Paul Davis have plans for 4-story laboratory building. Philadelphia College of Pharmacy. 18-division school will be erected. Allegheny—Arch. F. C. Sauer, Pittsburgh, has plans for 3-story school. Philadelphia—Additions will be built for three schools. Alterations will be made for St. Vincent's School for Girls. New Castle—\$250,000 high school will be erected. Allegheny—Arch. C. M. Bartherger will prepare plans for school; \$125,000. York—\$45,000 school will be erected.

SOUTH CAROLINA.

Cross Hill—School will be built; \$7,000. Union—High school will be erected.

SOUTH DAKOTA.

Vermillion—Law building will be erected, University of South Dakota. Columbia—School will be erected. Lane—School will be erected.

TENNESSEE.

New South Memphis—School will be erected. Avondale—Plans have been prepared for school. Memphis—Archts. Alsop & Woods have plans for 12-room school. Tracy City—School will be erected. Altamont—School will be erected. Nashville—School will be erected, Grove Ave.

TEXAS.

Canton—Archts. C. A. Gill & Sons, Dallas, have plans for 2-story school. College Station—Archts. Smith & Schenk, Ft. Worth, have plans for buildings, A. & M. College. Kenedy—3-story school will be erected.

MISSISSIPPI.

Enpora—Arch. P. J. Krouse has plans for school.

MISSOURI.

St. Louis—Arch. M. V. Leahy has plans for addition, Sacred Heart Academy; \$20,000. Leadville—Archts. Riester & Rubach, East St. Louis, Ill., have plans for 2-story school; \$30,000. St. Louis—Archts. James Stauder & Sons have plans for 2 1-2-story school; \$50,000. Kansas City—Arch. C. A. Smith has plans for 3-story high school. St. Louis—2-story parochial school will be built; \$20,000. Kansas City—Addition will be built to high school and two public schools.

MONTANA.

Hamilton—Arch. J. H. Kennedy, Missoula, has plans for high school; \$15,000.

NEBRASKA.

Greeley Center—\$18,000 school will be erected. Diller—Addition will be

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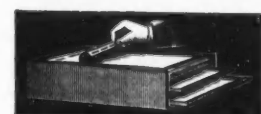
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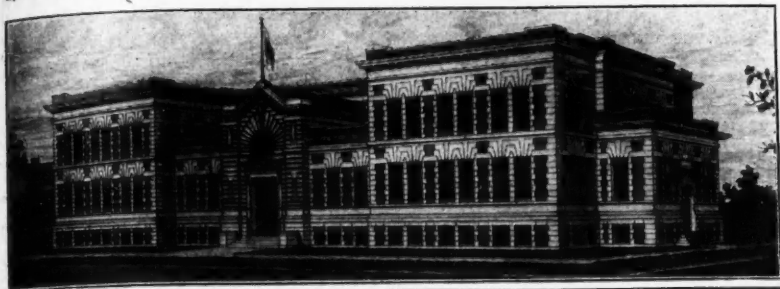
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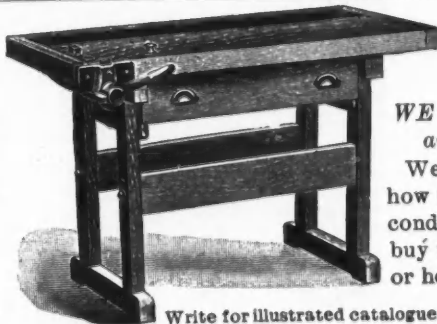
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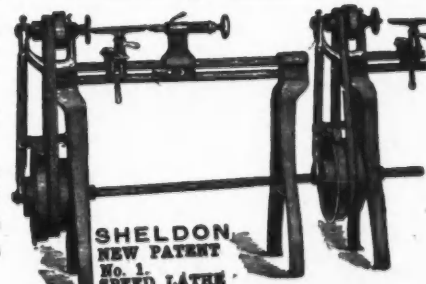
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built. Alliance—Archts. Eisentraut, Colby & Pottinger, Sioux City, Ia., have plans for 3-story school; \$20,000.

NEW JERSEY.

Montclair—Archts. Hale & Rogers, New York City, have plans for addition to school; \$30,000. East Orange—Archt. W. B. Tubby, New York City, has plans for high school; \$150,000. Plainfield—Archts. Hale & Rogers, New York City, have plans for 2-story school; \$100,000. Roselle Park—\$68,000 school will be built. Newark—Archt. Nathan Meyers has plans for 4-story high school; \$400,000. Archts. Hurd & Sutton let contracts for 3-story school; \$105,000. Haddon Heights—3-story school will be erected. Anglesea—2-story school will be erected. Linden—Addition will be built to school. Newark—Archts. Kitchell & O'Rourke have plans for 3-story school; \$80,000.

NEW MEXICO.

Texico—School will be erected.

NEW YORK.

Rochester—Archt. J. H. Oberliess has plans for 2-story school. Hudson—Addition will be erected for State Training School for Girls. Canton—Building for State School of Agriculture will be erected. Lockport—\$12,000 appropriated for High street school. New York—5-story annex will be built for parochial school. Buffalo—20-room school will be erected, Dist. No. 44. New York—Industrial school will be erected. Stanton street, Brighton—School will be erected. Canastota—Archts. Gaggin & Gaggin, Syracuse, have plans for high school. East Bloomfield—\$25,000 appropriated for school. New York—Archt. C. B. J. Snyder has plans for school; \$25,000. Fredonia—Teague—School will be erected. Bells—2-story school will be built. Hagerman—School will be built. Weatherford—School will be erected; \$50,000. Bartlett—School will be built; \$18,500. San Antonio—Plans have been prepared for high school; \$60,000. Millett—District voted to erect school.

UTAH.

Logan City—Addition will be built for Woodruff school.

VIRGINIA.

Highland Springs—\$12,000 school will be erected. Cismont—School will

be built. Richmond—School will be built. Norfolk—Archts. Taylor & Hepburn have plans for addition, Berkley school.

WASHINGTON.

Ephrata—Archt. Newton C. Gauntt, North Yakima, has plans for school.

WEST VIRGINIA.

Roberts—School will be erected in McClellan Dist.

WISCONSIN.

Mt. Calvary—Archt. J. E. Hennen, Fond du Lac, has plans for 2-story school; \$15,000. Appleton—Archt. H. A. Foeller, Green Bay, has plans for 2-story school; \$10,000. Milwaukee—\$18,000 school will be erected; First ward. Manitowoc—4-room school will be built, Seventh ward. West Allis—School will be built, First ward; \$18,000. Manitowoc—6-room addition will be built. Langlade—Archt. J. D. Chubb, Chicago, Ill., has plans for school; \$8,000. Milwaukee—Archt. O. C. Uehling has plans for 2-story parochial school. Rock Falls—School will be erected. Green Bay—Archt. W. E. Reynolds has plans for school, Eighth ward. Racine—Addition will be built for school. Delavan—Industrial building will be erected, State Industrial school. Knapp—School will be erected.

CANADA.

Manor, Sask.—4-room school will be erected. Lemberg—4-room school will be erected; \$13,000.

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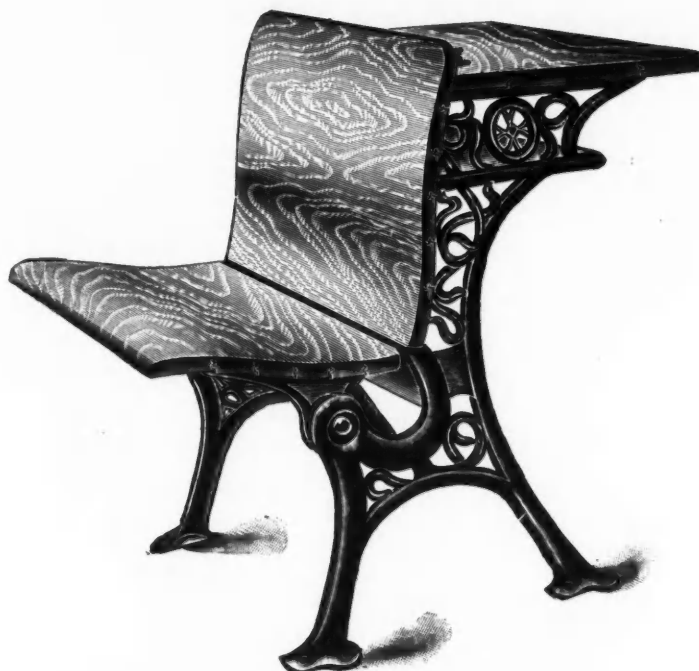
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